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ABSTRACT

This report provides an overview of the Oklahoma School Testing Program (OSTP) and summarizes students' average writing assessment scores from 1987 through 1992. Oklahoma has completed its 6th year of administering a state legislature mandated test to 10th graders and its 5th year of testing 7th graders. The Stanford Writing Assessment Program was adopted in 1992. Over 38,500 7th graders and over 32,600 10th graders were tested. Student papers were hand scored through holistic and analytic scoring techniques designed to measure different aspects of composition skills. Comparisons of the scores of Oklahoma students with the national average during the years such tests have been administered indicates continued above-average performance for both grades. With the change to the Stanford tests in 1992, 7th graders showed an apparent increase in score differential, while 10th graders showed an apparent decrease. The shift to the new test may account for differences in comparisons with national norms for 1992 and previous years. Information for understanding and using the test results is presented. Seven tables and eight figures present test results and trend information. Five appendixes contain an additional eight tables that give information about student performance, scores under the normal curve, and averages at the district level for both grades. (SLD)

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Oklahoma School Testing Program

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First by the Twenty-First

Writing Assessment Component

1992 Summary Report

Stanford Writing Assessment Program
For grades 7 and 10

Oklahoma State Department of Education
SANDY GARRETT
State Superintendent of Public Instruction

TM020827

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SANDY GARRETT
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
OKLAHOMA STATE DEPARTMENT OF EDUCATION

June 25, 1992

To the Citizens of Oklahoma:

The following report provides an overview of the Oklahoma School Testing Program (OSTP) and summarizes students' average writing assessment scores from 1987 through 1992. The Writing Assessment Component of the Oklahoma School Testing Program was implemented in compliance with Title 70 O.S. Supp. 1985, Section 1210.510 et. seq. (Senate Bill 426, enacted in 1986).

Oklahoma has completed its sixth consecutive year of administering a direct writing assessment to students in tenth grade, and our fifth year of administering such a test to seventh-grade students. The State Board of Education adopted the *Stanford Writing Assessment Program* (published by the Psychological Corporation) for use in 1992.

Oklahoma law requires that inservice training be provided for educators who administer tests within the OSTP. The State Department of Education provides pretest *and* posttest inservices for all school districts. The purpose of the pretest inservice is to prepare educators to administer the tests according to the procedures used in the standardization and to utilize all appropriate security and accuracy guidelines in handling test materials. Posttest inservice sessions focus on instructing educators in the appropriate interpretation and use of test scores to improve instructional programs (intent of Senate Bill 426). It is my belief that educators are working dilligently to utilize test results in this manner.

Oklahoma's *1992 Stanford Writing Assessment* scores indicate that Oklahoma students are continuing to perform at levels above the national average. I commend Oklahoma's teachers and administrators for providing quality writing instructional programs.

The State Department of Education appreciates the cooperation of all public school educators in the local management of the OSTP. In addition, we appreciate parents' assistance in preparing their children mentally, physically and emotionally for participation in this program. It is only with such a spirit of school and community cooperation that we can successfully obtain a measure of our students' best efforts to reveal their accumulated knowledge and academic skills.

Sincerely,

Sandy Garrett

Sandy Garrett
State Superintendent

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FIRST BY THE TWENTY-FIRST

OKLAHOMA SCHOOL TESTING PROGRAM (OSTP) WRITING ASSESSMENT COMPONENT:

EXECUTIVE SUMMARY--1992

The *Stanford Writing Assessment* was administered to Oklahoma's seventh- and tenth-grade students in February, 1992. Students' papers were hand-scored through use of two different procedures--holistic and analytic scoring. These procedures are designed to measure different aspects of composition skills. By using the combination of the two scoring procedures, we are supplying teachers with a variety of performance data that can be used to assess students' writing skill strengths, determine areas of skill reinforcement need, and provide focus for the most beneficial instructional methods for each student.

Holistic scores provide an overview of the general quality of composition skills demonstrated by each student in response to a verbal writing prompt. Holistic Raw Scores range from 2 to 12 and are converted to normative scores to provide a comparison of student performance with that of the national norm group.

The average Holistic Score Percentile Ranks for Grades 7 and 10 were 63 and 57, respectively. A Percentile Rank of 50 is considered the "national average." A score of 63, for example, means that the average seventh-grade student in Oklahoma scored as well as or better than 63% of the students in the national norm group who were administered this same prompt.

Analytic Scores are given on a scale of one to four, with four being the highest performance level. The analytic scoring procedure for 1992 was expanded to evaluate the six specific areas of writing skills listed below. (Figure 1, page 16 provides further delineation of these skills). The following table describes Oklahoma's 1992 performance in terms of the skill area, performance level within each skill area, and the percent of students scoring in each of the performance levels.

ANALYTIC SCORE SUMMARY--1992

		I Ideas and Development	II Organization, Unity, and Coherence	III Word Choice	IV Sentences and Paragraphs	V Grammar and Usage	VI Mechanics
	Score	% of Students	% of Students	% of Students	% of Students	% of Students	% of Students
Grade 7	4 (high)	14	10	10	15	24	19
	3	52	42	49	44	50	49
	2	29	40	38	34	22	25
	1 (low)	5	8	3	8	4	7
Grade 10	4 (high)	17	14	13	19	26	25
	3	58	51	62	47	47	45
	2	23	33	23	29	23	24
	1 (low)	2	3	2	6	4	6

Comparisons of Oklahoma students' writing scores with the national average during the years such tests have been administered indicates continued above-average performance at both grades tested. The change to the new *Stanford Assessment* from the *MAT-6 Writing Test* indicates that, compared with national norm group performance on the two tests, Oklahoma's 7th grade students show an apparent increase in score differential, while the 10th grade scores indicate an apparent decrease. The shift to the new test with different writing and scoring procedures--along with an increased national level of writing achievement, especially at the high school grades (as indicated by the norms)--are possible reasons for the differences seen in the 1992 and previous Oklahoma writing assessment performance comparisons with national norms.

Oklahoma School Testing Program

1992 Writing Assessment Component:

Sixth Annual Summary Report

Stanford Writing Assessment Program
For grades 7 and 10: Summary of Test Results
June 1992

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Student Testing Section

Oklahoma State Department of Education
SANDY GARRETT
State Superintendent of Public Instruction

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SUMMARY REPORT FOR THE OKLAHOMA SCHOOL TESTING PROGRAM (OSTP)

WRITING ASSESSMENT COMPONENT--1992

I. Introduction

Beginning in 1986, Oklahoma Law mandated that a standardized, norm-referenced direct writing assessment be administered to students in specified grades. This program--referred to as the *Writing Assessment Component of the OSTP*--began with administration of writing tests to students in grade 10 in 1987. The program was expanded in 1988 to include assessment at grade 7.

The measurement instruments utilized to achieve an assessment of students' writing skills are obtained through the state bid system. Such instruments achieve this measure by providing a writing prompt to which students respond with an essay. Students' writing is hand-scored by three professional raters who apply two different procedures with each paper--*holistic scoring* and *analytic scoring*. Use of the former method results in a judgment of the paper's overall merit as compared with exemplary papers written during the national standardization of the tests, and yields the *normative data* required by law. Employment of the analytic scoring method yields performance estimates on six areas of specific writing skills. Both scoring methodologies are fully explained later in this report.

The measurement instruments adopted by the State Board of Education for this program include the *MAT-6 Writing Test* (1987-1991) and the *Stanford Writing Assessment Program* (1992), both of which are published by The Psychological Corporation. While both test series assess students' actual writing skills, they differ in their philosophical bases and resulting methodologies. These differences will be discussed at length in a subsequent section of this report.

The following report describes the inception, implementation procedures, assessment instruments and results of this program. District level data are reported for the 1991-92 assessment, and state level data are provided for the writing assessments conducted in 1987 through 1992. In addition, guidelines are provided for analysis and interpretation of the test results.

A. Inception of the OSTP and the Writing Assessment Component: Legislation

Oklahoma House Bill 1480, enacted in 1984, required the State Department of Education to develop a plan for statewide assessment of student achievement in the basic skills. This plan was submitted to the Legislature on January 1, 1985. In 1985, the Oklahoma School Testing Program Act (§ 1210.505 through 1210.511 of Title 70 of the Oklahoma Statutes) mandated the administration of a standardized, norm-referenced achievement test to students in grades 3, 7, and 10 (House Bill 1466). The subject and skill areas measured in this assessment include reading, language arts, mathematics, science, and social studies. Data resulting from the OSTP are reported annually to the Oklahoma Legislature and the State Board of Education.

The Oklahoma School Testing Program Act further required the State Department of Education to submit a plan for administering a direct writing assessment to Oklahoma's public school students. Submitted to the Oklahoma Legislature on January 1, 1986, this plan addressed (1) definitions of the various components of the writing assessment; (2) estimated costs; (3) timelines and procedures for implementation; (4) suggested tests to be utilized to provide consistent data; (5) reporting procedures; and (6) anticipated benefits to be achieved through the program.

Oklahoma Senate Bill 426 (1986) created the Writing Assessment Component of the OSTP, mandating that a standardized, norm-referenced direct writing test be administered to tenth-grade students during the 1986-87 school year. This law further stated that, based on the availability of funds, the program would be expanded in 1987-88 to include grade 7 and expanded again in 1988-89 to include grade 3. (Subsequent legislation [i.e, Senate Bill 183, enacted in 1989] deleted any reference to adding grade 3; therefore, the program has been maintained at grades 7 and 10 only.)

Based on Senate Bill 426, the ***purpose*** of the writing assessment is to obtain a measure of students' actual writing performances; its ***function*** is to achieve improvement in the state public education system. Furthermore, "the State Board of Education shall seek to ensure that data yielded from the test is utilized at the school district level to prescribe skill reinforcement and/or remediation by requiring school districts to develop and implement a specific program of improvement based on the test results" (70 O.S. Supp., § 1210.508). In addition, this bill stated that "the State Department of Education shall provide inservice training for local school personnel who administer the test."

The legislation required that reports of test results be provided to local school districts by the contracting test company. Individualized results of the test "shall be made available by the local school district to the classroom teachers in the area tested" ...and "the Department will provide test results to appropriate public officials as required by law."

Oklahoma House Bill 1110 (1987) expanded the Writing Assessment Component of the OSTP--with the same requirements--to include administration of a direct writing test to both seventh- and tenth-grade students. Subsequent legislation has maintained the current program.

Senate Bill 426 and House Bill 1110 further stated that students who have Individualized Education Plans (IEPs) pursuant to Public Law 94-142 shall not be required to participate in the Oklahoma School Testing Program. Due to effects of Federal Law (Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 706, regarding the prevention of discrimination against the handicapped), the State Department of Education issued the following procedural directive to all public school superintendents and dependent school principals annually through the school year 1988-89:

> "Based on Oklahoma Law, students who have Individualized Education Plans (IEPs) pursuant to Public Law 94-142 shall not be required to participate in the Oklahoma School Testing Program. However, the right of these students to participate in the OSTP cannot be denied. Parents must be given the opportunity to sign a form indicating their desire to have their children take the tests. The form to be used is the 'IEP Program SDE Form 9' which is employed during the IEP Conference with parents. Please make sure that parents respond to the question on this form regarding their children's participation in the OSTP."

Senate Bill 183 (Section 1210.511 B.), enacted in May of 1989, contained the following change in language regarding testing students with IEPs:

> *"A student whose education is subject to the provisions of an individualized education plan (IEP) pursuant to Public Law 94-142, as amended, shall be tested pursuant to the provisions of the Oklahoma School Testing Program Act, Section 1210.505 et seq. of this title, only to the extent specified by the student's individualized education plan."*

With this change, the decision to test such students became a function of the IEP Team, of which the student's parent is a standing member. The "IEP Program SDE Form 9" continued to be utilized as the documentation of the team's decision in regard to whether or not the student would be administered the tests.

Regulations were adopted by the State Board of Education in 1987 and 1989 to specify test exemptions for students who have IEPs and those who are considered as Limited English Proficient (LEP) based on the definition issued by the U.S. Secretary of Education. (A summary of the OSTP Regulations is found on pages 8 and 9 of this report.) According to Regulation 1b, students who are considered as LEP can be exempted from OSTP participation at local district option (1) if such students meet the definition; (2) if these students have been counted as LEP for accreditation reporting purposes at the time that tests are administered, and (3) if parental permission for exemption from testing is obtained in writing and on file in the school.

B. Combining Assessment Methodologies in the OSTP

Two methods are available to measure writing and related skills--***indirect*** and ***direct***. Implementation of the OSTP Writing Assessment Component benefits teachers and students by providing data from both kinds of measurement.

Indirect measurement is conducted through the administration of multiple-choice test items which consist of correct and incorrect optional answers illustrating the application of writing-related skills (e.g., word usage, sentence structure, punctuation, capitalization, grammar, and spelling). In such an assessment, the student must read the test item, decide which of the options is correct, and mark a machine-scorable answer blank to indicate his or her choice. The resulting scores do not indicate the student's ability to write; instead, indicated is the student's ability to apply knowledge of writing-related skills to printed sentences and phrases and choose the correct option. Students' strengths and deficiencies in skill knowledge/application are indicated by the number of correct choices made in the measurement of each skill. Such data are reported on the language achievement tests administered as part of the OSTP.

Direct writing assessment is conducted through the provision of a stimulus or prompt to which the student responds by writing a story, description, explanation, or other form of discourse designed to address the topic suggested by the prompt. Students' compositions are rated by professional graders. Rating of students' papers is based on predetermined criteria which represent specific writing skills and the level with which each is applied in the discourse. The direct assessment, therefore, provides an illustration of the student's actual ability to express his or her thoughts while demonstrating writing skills.

The major purpose of the OSTP is to provide data with which to determine the status of students' skill achievement levels. Its function is "to improve all phases of the state public educational system" (House Bill 1466). It is believed that tandem use of results from both components of the OSTP will ultimately function to increase the potential for improvement in public school writing programs.

C. Use of the Standardized Writing Assessment Instrument: Benefits and Limitations

A standardized writing test is one which has been constructed in accordance with detailed specifications as to kind and difficulty of prompt, time limits needed to complete the written response, and criteria utilized for scoring. In developing such tests, prompts are carefully constructed, field-tested with random samplings of students nationwide, and determined to be appropriate in difficulty and discriminating power. The data resulting from standardization of such tests are used to establish a national "norm" or average against which students' scores at the individual, class, building, and state levels can be compared. Analysis of test data at each of these levels reveal strengths and deficiencies in students' skills, thus providing a basis for planning instructional improvement applied to individuals as well as groups.

1. Benefits

The benefits derived from use of the standardized writing test include the following:

- A special phenomenon transpires in communities and schools when use of standardized tests expands from the local, district-controlled level to that of statewide assessment. In regard to writing skills--the last of the "basic skills" to be assessed with standardized instruments--there is a renewed interest in (a) the skills being assessed, (b) the status of students' writing performance levels; (c) the need and desire for improvement; and (d) the methodology needed to achieve desired instructional goals. This interest pursued with positive action--results in renewed motivation of teachers and students, more appropriate instruction at all relevant grade levels, initiation of interim evaluation at the classroom level, and subsequent progress achieved with improvement of students' skills.

- The standardized writing test is administered using the writing process method within a timed format, thus providing an estimate of the student's ability to organize and record thoughts in response to a specific stimulus. Considered as one of the "survival" skills, writing is applied in many situations throughout an individual's life. Such applications include written class assignments for which time is limited; teacher-constructed essay tests; job applications which require a timed impromptu autobiography, discussion of job-related goals, and/or description of leisure-time pursuits; and the on-the-job creation of correspondence, reports, and other business communications. Use of the standardized writing test and its results can reawaken the educator's awareness of the student's need for success in such realistic applications. Reorientation to this factor often encourages educators to refocus instructional programs on students' specific skill needs, thus increasing the potential for long-range program improvement.

- Use of the standardized writing test encourages educators to provide test-preparation sessions for students--a factor which helps individuals become more comfortable with test-taking. As teachers (a) help students learn to budget time; (b) counsel individuals privately on test results and their meaning for current needs and future success; and (c) reassure students through sharing progress reports periodically, each is motivated to take ownership in the testing situation and its outcomes. As students assume greater responsibility for their own learning, their efforts to improve the quality of their performance begin to increase--a factor which contributes to a more comfortable testing situation.

2. Limitations

Due to the structure of the standardized test and the specifications within which each is constructed, administered, and scored, there are certain limitations which need to be considered in the analysis and use of resulting data:

- Standardized test results represent estimates of the student's demonstrable achievement level only at the time the test was given and for a few weeks thereafter. With the passage of time, accumulation of additional knowledge, and practice in writing, students' test scores can improve to a measurable degree. Therefore, neither individual students, school buildings, nor school districts should be labeled nor judged on a single test administration.

- Failure to control certain necessary standardized test conditions can yield invalid results. Conditions which need to be controlled during test administration include (a) physical environment (room temperature, lighting, noise level, and overcrowding of students); (b) emotional environment (diminishing test anxiety and motivating students through positive attitudes on the part of parents, teachers, and school administrators); and (c) test administration procedures (giving directions accurately, observing strict timing of tests, and monitoring students' test-taking behaviors). Appropriate precautions regarding the control of all conditions mentioned above are discussed in the Pretest Inservice Training Sessions (and manual) provided for all test administrators prior to testing.

- It is neither equitable, meaningful, nor appropriate to compare the performance of individual schools nor school districts with one another without considering certain demographic factors which are known to exert influence on test results (Jenks, 1972; White, 1976). These factors include socioeconomic level of the community, median income, and median educational levels of community members. In addition, where small numbers of children are tested, the abilities of one or two students can affect the average score of any grade level of students in that district.

  Furthermore, the transient nature of our society can have an effect on the overall performance level of the school district. This factor--often referred to as student mobility rate, or population turnover rate--tends to exert a greater influence on scores of schools which enroll smaller numbers of students.

  In general, the higher the socioeconomic level of the community, the greater the median income (factors which correlate with educational level); and the higher the median educational level of the community is, the more likely the students in that school district are to score higher on tests.

Within the time limitation imposed on the reporting of the enclosed results, the test data contained in this document could not be treated statistically to equalize the effects of those factors listed above. Under these conditions, it is both meaningless and inappropriate to compare the performance of students in specific schools or school districts to determine the effects of instructional programs.

- Knowledge of test-taking skills can enhance the student's ability to perform on standardized tests. Such skills affecting the direct writing assessment include practice in responding to a writing prompt under timed conditions, learning to organize the response before beginning to write, and editing/revising a piece of discourse either during the writing or immediately afterward.

Current instructional theory advocates the use of the "process-writing" approach which includes the following steps: (1) pre-writing (organization and outlining of ideas); (2) writing the draft; (3) revising and editing; and (4) publishing. A search of the literature on writing instruction reveals that, for the past 15 to 20 years, this method has been proven to be a highly successful approach.

The *Stanford Writing Assessment Program*, (Second Edition), adopted for Oklahoma's 1992 assessment, is designed to encourage students to utilize "process-writing" skills during the examination. Since this is a series of standardized, norm-referenced writing assessments, the tests are timed. Following directions in the manual, the test administrator guides students through a schedule which includes five minutes for the pre-writing stage; 20 minutes for the writing stage; and the last 10 minutes for the revising and editing stage.

While the test administrator provides oral directions to guide students through the timing of these three writing stages, students may elect to use the 35 minutes allowed for the test to construct the essay according to their own schedule. Performing well on such an assessment is often largely dependent on the degree to which the student has learned the "process-writing" skills and can apply them in this context.

Teachers are encouraged to base daily instruction on the "process-writing" method, intensifying such instruction to the point of successful writing skill application by students. In addition, teachers are encouraged to provide frequent practice for students in prompt-initiated, timed writing sessions. The use of such methods--coupled with encouragement of an "ownership" attitude in students regarding writing practice and writing assessment--should serve to increase students' writing proficiencies.

II. Implementation and Maintenance Procedures (1986-1992)

A. Program Objectives

Objectives for accomplishing the successful implementation of the Writing Assessment Component included the following:

- To obtain a test which meets the specifications outlined by Oklahoma law.
- To provide a system whereby tests remain secure.
- To provide pretest inservice training for all test administrators as outlined in the law.
- To provide a system for dissemination, return, and accounting of test materials.
- To provide a system for rating students' compositions--one which yields both normative data as well as data with which students' specific skill strengths and deficiencies can be determined--and for reporting of results to local schools.
- To analyze, interpret, and report statewide results to the State Board of Education and the Legislature.
- To provide posttest inservice training on the interpretation and use of test results at the local school level.
- To assist school personnel in incorporating the use of test scores in their School Improvement Plans.

B. Procedures Utilized to Accomplish the OSTP Objectives

1. Obtaining a Standardized, Norm-Referenced Direct Writing Test through the State Bid System

    - In compliance with Oklahoma Law, a Request for Proposals (RFP) was developed and released to test publishers nationwide. This document provides a full description of the review and selection process to be employed; the major products and services for which bids are being requested; timelines for delivery of materials and services; scoring systems which would provide the kind of data needed to enhance instructional improvement; and all other attachments required by law.
    - A "mandatory attendance" Pre-Bid Conference is held within two weeks after release of the RFP. All bidders' questions received prior to this conference and the Department's responses are submitted in writing to participants in this conference. All requirements of the Writing Assessment Component of the OSTP are discussed and bidders are allowed to clarify any misconceptions regarding bid requirements.
    - The test review process is designed to obtain an objective evaluation of all companies' bids for products and services in terms of the manner in which the following requirements either the Department's or those of the law--will be met: (1) test specifications; (2) scoring criteria and methodologies utilized; (3) security of test materials and individual students' score reports; (3) SDE staff training for

pretest and posttest inservice programs; (4) provision of inservice materials (i.e., in terms of quality, quantity, and deadlines); and (5) customization of formats designed for testing and reporting in a manner that best meets the need for instructional program improvement.

Evaluation forms consisting of more than 100 criteria are utilized by review/evaluation committees to judge the appropriateness of products and services bid by companies. One form is completed by each reviewer to indicate his or her evaluation of each company's set of proposals and test instruments submitted.

For evaluation of writing test bids, more than thirty (30) junior high and high school composition teachers, counselors, school administrators, testing experts from public schools, and university professors having expertise in either tests and measurements and/or writing instruction serve as the evaluation committee. During the evaluation process, committee members spend at least 2½ hours studying the proposals and tests bid, after which company representatives conduct two-hour presentations that include answering all questions raised by reviewers.

One of the major factors the review committee is asked to consider is the degree to which the tests submitted by bidders measure Oklahoma's Suggested Learner Outcomes (SLOs) for composition. Considered as equally important is the degree to which scoring criteria and techniques (1) reflect measurement of the SLOs, and (2) provide information with which teachers can determine and remediate students' specific writing skill deficiencies. (Section III-C of this report [Figures 2 & 3, page 19-20] describes the match of measurement techniques with Oklahoma's SLOs and the manner in which such techniques produce results which relate to each of the measurable Learner Outcomes. Section III-C of this report describes the specific scoring criteria used to rate Oklahoma's students' compositions [holistic scoring, pages 12-15; analytic scoring, pages 16-17.)

Responses on the evaluation forms are tallied, revealing the committee's recommendation. The State Board of Education considers all proposals, studies the evaluation committee's recommendation, and adopts the appropriate program.

2. Providing for Maintenance of Test Security

Maintenance of test security has become a major issue--both nationally and in Oklahoma. The test security measures previously outlined in State Board Regulations were greatly enhanced during the 1989-90 school year. Additional security measures implemented in 1989-90 and maintained throughout 1992 are outlined as follows:

- The test form being utilized is embargoed by the test publisher so that no person living in Oklahoma can obtain a copy other than through standard OSTP distribution at the time of testing.
- Test booklets are delivered to schools in sealed envelopes which are to be opened at the beginning of the test session only by students who are to be administered the test. All unused tests are to remain in sealed envelopes.
- Test materials are to remain locked in a secure area until the morning of the first day of test administration.
- An adult monitor other than the test administrator is required to witness the test administration and securing of test materials. Selection of monitors is subject to

the approval of the district superintendent, dependent school principal, or building principal.

- Security forms are provided for school superintendents, principals, building and district test coordinators, test administrators, and monitors. These forms state that, to the best of the participants' knowledge, the specified test security measures were followed. All forms are to be signed by the appropriate OSTP participants and returned with answer documents. An accounting of these signed forms is documented by the State Department of Education.

- Adult participants in the OSTP are directed to refrain from overtly or covertly exposing students to the test items and/or answers to test items.

- Violations of test security are to be reported to the State Department of Education, investigated, and proven incidents can result in such action by the Board as invalidation of the school's test scores and/or revocation of the perpetrator's teaching, counseling, or administrative certificate/s.

3. Providing Awareness and Instruction for Local School Personnel (1986-1992)

- Announcements of legislation regarding the implementation and maintenance of the Writing Assessment Component of the OSTP are accomplished through notices placed in the *Administrative Focus* and the *Oklahoma Educator* in late Spring or early Fall semesters. Such notices delineate the legislation and its intent; describe the kind of test which will be administered; announce test dates and the options offered to school superintendents for choosing available dates; specify the population to be tested and provide guidelines for testing Limited English Proficient (LEP) students and those with Individualized Education Plans (IEP); and announce the Department's plan for offering pretest inservice training for all schools.

- A letter is distributed to all school superintendents early in the Fall semester each year. Test dates and procedures are again delineated. Accompanying this letter is a survey to obtain data on the number of students to be tested, the number of test administrators, the names of building and district test coordinators, and the proposed test dates for each school district.

- Pretest inservice training sessions are conducted for all school districts during January and early February each year. Topics for instruction include (1) description of the program; (2) implementation procedures and policies--with emphasis on maintaining test security; (3) specification of test environmental conditions necessary to maintaining test validity; (4) test administration procedures; (5) scoring procedures and criteria; (6) descriptions of report formats; and (7) procedures for handling test materials (inventory, distribution, coding, packaging, mailing, etc.). All inservice participants receive a procedural manual which includes specific instructions for building and district test coordinators and test administrators.

4. Providing Materials and Services

Test materials are distributed to school superintendents by The Psychological Corporation. Such materials include test booklets, teachers' manuals for test administration, and the district test coordinators' kits containing all materials and instruction for packaging and returning of materials to The Psychological Corporation.

5. Administering the Tests

Tests are administered on a Tuesday, Wednesday, or Thursday, based on each local school superintendent's choice of date selected from three specified weeks of in February. Students' test booklets and other materials are returned to The Psychological Corporation immediately following administration of the tests.

6. Scoring and Reporting

- Students' papers are hand-scored by a minimum of three professional raters per paper at The Psychological Corporation's Writing Scoring Center in San Antonio, Texas. Part II (pages 15-23) of the *Manual for Interpreting* describes the procedures used to train raters and score Oklahoma's papers. A copy of this manual may be obtained from the Student Testing Section, State Department of Education (405) 521-3341).

- Results of the tests are distributed to school superintendents in April each year. Part III (pages 25-44, *Manual for Interpreting)* provides information on interpreting test results.

III. Description of Materials; Testing, Scoring, and Reporting Methods; and Related Services

A. Materials and Related Services

The *Stanford Writing Assessment Program* is a nationally normed direct writing test. The format focuses on an exclusively verbal prompt which elicits writing in one of four writing modes: narrative, descriptive, expository or persuasive. The *descriptive writing mode* was selected for use in Oklahoma for the 1992 assessment.

Test materials include (1) a separately sealed page containing the writing prompt; (2) a student response booklet which contains one nonscorable page for prewriting activities such as planning and/or outlining, and four lined pages for writing; and (3) a test administrator's manual containing directions for the examiner to read orally to students. Based on HB 1946, enacted in 1990, these materials are not distributed to test administrators until the morning of the day testing begins. As the test session begins, student test materials are distributed, and each student unseals the writing prompt page, listens to directions, and begins writing.

A District Test Coordinators' Kit is distributed approximately two weeks before the test materials are received. This kit contains all materials and instructions necessary for efficient management of the testing program in the local school.

Pretest inservices are held during the month before testing for every school district in the state. State Board Regulations require that at least one representative from each school district attend these inservices, and manuals are distributed with oral instructions for conducting the assessment according to the standardization practices utilized to norm the tests.

Posttest inservices are conducted throughout the year for all individuals or groups who request these services. These sessions focus on interpretation and use of test scores to improve instructional programs at the individual, class, building, and district levels. A copy of the *Manual for Interpreting* is provided for each person who attends such inservices; two copies are distributed to each school district superintendent with the score reports.

B. Testing Methods

Standardization procedures call for students to begin the testing session with at least two sharpened #2 pencils with erasers. Students are not allowed to have extra paper on their desks when the test begins. However, if students need additional paper for completing an essay, the teacher is allowed to supply the amount of paper needed upon the student's request.

Materials are distributed, and students complete the school, district and student identification information on the front of the response booklet. Students then open the sealed prompt. The test administrator--following directions *ver batim* in the official Test Administration Manual--reads the prompt orally to the class (two times) while students read the prompt silently. Students are then guided through a schedule which permits five minutes for prewriting (i.e., planning, outlining); 20 minutes for writing; and 10 minutes for revising and editing.

This method of testing is different from that utilized in the *MAT-6 Writing Test* which Oklahoma administered from 1987 through 1991. In using the *MAT-6*, students were given directions and then allowed 20 minutes to complete an *impromptu-writing* exercise. With the *Stanford*, students are tested in a manner that applies the *writing process*, the instructional method most strongly advocated in research during the past 15-20 years. The writing process as an instructional method is advocated in Oklahoma's Suggested Learner Outcomes published in 1983 and in the new Expected Learner Outcomes published in 1991-92. This method features pre-writing organizational strategies, writing, revising, editing procedures and publishing.

The *timed impromptu writing* and *timed process-writing* methods of assessment and instruction each serve a distinct purpose which fulfills writing skills needed both in school and in the work place. However, the assessment procedure used in the *Stanford* supports a writing method which assists students in learning to organize information before writing, and to edit/revise their draft copies to eliminate errors. The learning and application of such skills results in improved discourse created for any writing purpose.

C. Scoring Methods and Reporting Services

Students' essays are scored by professional writing assessment raters at The Psychological Corporation. Scoring of each paper is conducted through use of two methods--*holistic and analytic*. These methods are designed to evaluate different (but complimentary) aspects of students' writing skills.

Each response booklet contains an identification number which is associated with the student's name. Before scoring is conducted, the page containing the student's name is removed from the remainder of the response booklet. Therefore, raters who score the papers are not aware of students' names, gender, or any other identifying information.

To assure a high level of reliability and validity in scoring students' papers, *rater reliability statistics* are established throughout the scoring process. The scores assigned papers by each rater are recorded on a computer as each rater completes a set of 25 papers. Each hour, the rater is checked for accuracy by having another trained rater validate the scores being assigned by that person. If a rater's quality level begins to fall short of an established criterion, the rater ceases his or her work for the day. Use of this form of quality control results in strong reliability estimates--a factor which is necessary to the production of comparable scores.

Both holistic and analytic scores are reported to school districts at the individual student, school site, and district level. A separate report is provided for the parents or guardians of each student. In addition, the State Department of Education is provided with group level aggregated scores for school sites, districts, and the state. The State Department of Education refrains from collecting or filing any OSTP test data which has a student's or teacher's name attached.

The following scoring methods are used to rate each student's essay:

1. A *holistic scoring rubric* which focuses on the overall merit of the paper is utilized to rate each essay. The major factors considered in holistic scoring include (a) how well the paper is organized (i.e., does it have a good beginning, development, and conclusion); (2) how well the concepts introduced are clarified and supported; (3) attention to audience in terms of appropriateness of language and content; and (4) fluency--the extent to which the writer uses syntax, word choice, and mechanics to help the ideas flow smoothly from beginning to end.

   During the standardization (or national norming) of the tests, sets of *anchor papers* were selected. Anchor papers demonstrate characteristics typical of a particular score point for a specific prompt. These anchor papers were written by students in the grades for which each prompt was being normed and represent examples of the quality of writing expected for a paper to be assigned each of the scores in the holistic scale. Anchor papers are then utilized for comparisons during the rating of papers to assure consistency in assigning the various scores.

   The *Stanford Writing Assessment* was normed with the use of writing skill standards (or expectations) established at four levels of schooling. As one would expect, the *standards* are dependent on the writing mode elicited by the prompt.

   The descriptive mode was used in Oklahoma in 1992 at both 7th and 10th grades. The standards used in the holistic scoring of papers written in this mode are described as follows: (excerpted from *The Manual for Interpreting*, The Psychological Corporation, 1992).

Standard I, Grades 3 and 4

At the third- and fourth-grade levels, students generally describe several features with descriptive details. At the lower score points, both the mentioning of features and the addition of some clarifying information are important. At the higher score points, students provide more detail and more rigorous organizational strategies. Writers earning high scores show attention to the arrangement of items in space. This task can be accomplished in one of two ways. Students can either relate features to each other ("the cup on the table") or to the scene as a whole ("my desk at the front of the classroom). Some success at one of these important relational tasks is typical at the higher score points.

Third- and fourth-grade students do not usually include vivid figurative language or extremely complicated syntactic structures. Descriptive writing lends itself to the use of prepositional phrase modifiers (such as "by the window" or "on the bottom shelf") that are strung together. At this stage of development, students generally employ such structures, even at the higher score points. The best writers, however, are able to avoid monotony by varying the placement of these phrases and by including some adjective clauses that enhance the description. For example, a student who writes "the glove that my mom bought me" or "the girl who lives next door" is using adjective clause description to provide additional information. The best writers will also include some specific nouns and single-word modifiers.

Standard II, Grades 5 and 6

At Grades 5 and 6, students tend to generate more descriptive material than students at lower grade levels do. In general, the better writers at Grades 5 and 6 do more than merely mention a few features with some detail; some attempt at clarification is typical. At the higher score points, the quality of clarification becomes increasingly important. For example, at the lower grade levels, students frequently generate lists of colors used as predicate adjectives ("The clown's suit is blue, red, and green.") Especially at the higher score points, fifth- and sixth-grade papers replace this inventory approach with a more specific use of color. In addition, students in the upper elementary grades use some complex descriptive strategies, such as condensation, function, or comparison.

In terms of organization, fifth- and sixth-grade students earning top scores show that they have planned their responses from beginning to end. Essays exhibiting overall organization do not always contain an explicitly stated plan with varied and precise transitions. However, for the most part, such papers progress logically. In relating one feature to another or to the scene as a whole, fifth- and sixth-grade writers make more systematic use of location than their younger counterparts do.

Finally, at these grade levels, students' papers exhibit a higher degree of verbal and syntactic sophistication. For example, in order to present a clear picture of objectives in space, prepositions must be chosen carefully. Topics calling for the creation of a mood depend on an exact use of language. Although students' syntax is often heavily influenced by the use of phrase modifiers, papers receiving high scores will include structures that exhibit some complexity.

Standard III, Grades 7 and 8

Seventh- and eighth-grade students are able to generate a considerable quantity of descriptive text. Even at the lower score points, papers exhibit a greater amount of information at these grades than at lower grades. For example, in Grades 5 and 6, a paper in the middle range includes a few clarifying details for several features. However, the same type of response at the seventh- and eighth-grade levels is more typical of the lower score range. Although generally students in these grades are familiar with nearly half a dozen descriptive strategies (such as number, function, condensation, location, and comparison), they are not expected to use all of them. However, in high-scoring papers, the strategies chosen are handled well.

Organizationally, the demands of descriptive writing are also more rigorous at these grades than at the elementary levels. A response in the middle range is at least loosely organized. Essays receiving the highest scores most often have a well-defined plan that is, for the most part, well-executed. It is expected that locations are used systematically to relate features to each other and/or the scene as a whole.

In addition, an increasing number of responses at Grades 7 and 8 exhibit a fairly high degree of verbal and syntactic sophistication. A mix of general and specific language is common in papers earning lower scores, but superior essays demonstrate precise or vivid word choice. A greater proportion of writers at these grade levels are able to generate some effective metaphors and similes. Syntax, too, is more complicated at these grade levels. Although prepositional phrases are commonly used, quite a few writers achieve a degree of sentence variety by including such clause modifiers as "that I bought last month" or "which is under your desk."

Standard IV, Grades 9 Through 12

At Grades 9 through 12, high-quality material is expected throughout. Vague attempts at description of features are not at all helpful at these grade levels. Some vivid or specific details are expected. Students earning the highest scores are able to use several descriptive strategies (such as location, condensation, and comparison) to present an informationally full and unified whole.

In terms of organization, writers are expected to be more in control of the presentation than at other grade levels. Even slightly better than average essays have a clear strategy that is, for the most part, carried out. Superior papers exhibit an overall plan in which features are related to each other and to the scene as a whole. Some of these writers use imaginative organizational strategies.

Quite a few descriptive pieces at the high school level exhibit an adult-level fluency. A considerable number of even the underdeveloped and/or disorganized papers show a relative sophistication of language and syntax not found at the lower score points at earlier grades. Some of the essays earning higher scores reveal superior linguistic and syntactical skill, given the rough-draft nature of the responses. These pieces often use highly effective devices such as rhythm, alliteration, and figures of speech to create vivid description. Syntactic complexity is often evident, too, as writers experiment with fragments, gerunds as subjects, and a variety of adjective and adverb modifiers.

Holistic scoring is conducted by two raters who independently read students' essays, each assigning a score of one through six. Neither rater knows the score assigned to a given paper by another rater. The scores are recorded on a computer and those scores on a given paper which are more than one score point apart are identified. Each such identified paper is rated by a third person who, by design, is not aware of the scores assigned by the first two raters. Scores are again compared, and, at this point, if there are not two resulting adjacent scores, the paper is rated by another *resolution reader*. The final assigned *raw score* of 2-12 represents the sum of the two adjacent scores assigned the paper.

The holistic score scale is utilized to establish normative data (i.e., percentile ranks, stanines, and normal curve equivalent scores). It is the score with which an individual's or group's performance can be compared with a national and/or state norm. In addition, local district normative scores are provided for school districts which enroll more than 2200 students in grades K-12.

2. An *analytic scoring rubric* is also used to rate each essay. Analytic scores focus on six specific categories of writing skill: Ideas and Development; Organization, Unity, and Coherence; Word Choice; Sentences and Paragraphs; Grammar and Usage; and Mechanics. Raters assign a score of one through four within each category to indicate the relative strength of the student's specific writing skills. Figure 1 on page 16 of this report displays the specific skill levels associated with the scores assigned within each of the analytic score categories.

FIGURE I
ANALYTIC SCORING GUIDELINES

AREA I: Ideas and Development

4	Extensive development of several ideas (or one, important main idea) with extension and elaboration on all or most of the points. Look for uniqueness, interest to audience, and strong supporting details. Can be exceptional writing or extremely thorough.
3	Good development of idea with many details extended and elaborated. Ideas are fairly well supported. May be an extensive list with little or no elaboration.
2	Adequately supported ideas with some details extended or elaborated.
1	Weak ideas minimally supported with little or no extension of details.

AREA II: Organization, Unity, and Coherence

4	Completely organized with smooth flow from one idea to the next through the use of transitions and sequencing. Unity is strongly evident with no wandering from the primary theme or plan.
3	Fairly well organized with good unity of plan. Some transitions may be used. Little or no digression from main ideas or writing mode.
2	Small amount of organization. Weak plan that may not be well unified. Ideas may be only minimally connected. May frequently wander from expected writing mode.
1	Lack of plan or coherence.

AREA III: Word Choice

4	Precise, appropriate, accurate, and specific word choices that convey the correct meaning and appeal to the audience. May be vivid and imaginative.
3	Word choices that are appropriate and specific. May lack "sparkle," but meaning is clear.
2	Fair use of words. May be specific but have little variety. May be simplistic and occasionally vague, but generally effective.
1	Very simplistic. Meaning may be unclear or inappropriate.

AREA IV: Sentences and Paragraphs

4	Excellent control and formation of sentences. Variety of sentence structure, type, and length contribute to fluency and interest. Paragraphs used where appropriate. Few, if any, errors.
3	Adequate control of sentence formation. Some mix of sentence types, lengths, and structures. May contain a small number of errors that do not interfere with fluency. May have some attempt at paragraphing.
2	Most sentences constructed correctly. May have little variety in type, length, or structure. May be somewhat monotonous or choppy. May contain several errors or lack control. May have no attempt at paragraphing.
1	Poor sentence structure with many errors that inhibit fluency or clarity. Lacks control.

AREA V: Grammar and Usage

4	Error free or very few errors in approximate proportion to length of paper.
3	Good grammar and word usage. Errors that do not detract from overall quality of the paper.
2	Fair grammar and usage. Errors may interfere with meaning. May be simplistic.
1	Poor grammar and word usage with frequent or serious errors.

AREA VI: Mechanics

4	Error free or very few errors in approximate proportion to the length of the paper.
3	Most punctuation, capitalization, and spelling correct. Errors do not interfere with communication.
2	Some errors in punctuation, capitalization and/or spelling that may interfere somewhat with communication.
1	Frequent and/or serious errors in mechanics that interfere with communication assigned within each of the analytic score categories.

Raters who conduct the analytic scoring look for certain characteristics of good writing within each of the categories of skills listed above. The rater looks not only for correctness, but also for complexity, sophistication, and a variety of writing techniques. The following descriptions are excerpted from the *Manual for Interpreting* (The Psychological Corporation, 1992) which will be used as Oklahoma's posttest inservice manual:

- **Area I: Ideas and Development**

  In this category, readers pay close attention to the amount of quality information that the student presents. Has the writer added layers of detail that enrich the discussion of key points to the essay? Is there a minimum of bare assertion (statements that receive very little, if any, clarification)? Are the ideas interesting, original, and tailored to the audience, whether generalized or specific?

- **Area II: Organization, Unity, and Coherence**

  Raters scoring papers in this category look for evidence of an overall organizational pattern. Is the student in control of the presentation from start to finish? Are transitions used effectively to connect ideas both within and between paragraphs? Does the writer stay on course by avoiding redundancy and out-of-order material?

- **Area III: Word Choice**

  Within the category of Word Choice, raters look for the kind of specific and vivid vocabulary that makes writing come alive. Is there a sustained attempt on the students' part to use active verbs and precise modifiers that go beyond bland generalities like "get," "nice," and "fun"? Does he or she offer on occasion a figure of speech (such as a metaphor or simile) that adds a poetic touch to the description?

- **Area IV: Sentences and Paragraphs**

  As readers score responses in this category, they look for complex sentence structures that enhance meaning. Are sentences structurally complete, smoothly written, and clear? Do sentences vary in length and complexity? Is a variety of sentence patterns used?

- **Area V: Grammar and Usage**

  In this category, readers look for the correct application of grammatical principles. Does the writer use correct subject-verb agreement and logical pronoun reference? Does he or she continue to use the tense established in the beginning of the essay? Is every variance from the tense appropriate? Does the student show an adequate knowledge of typical problems (such as the use of "them" instead of "those")?

- **Area VI: Mechanics**

  When evaluating student writing in this category, readers look for consistently correct capitalization, punctuation, and spelling. Is a variety of capitalization and punctuation skills used correctly? Is the student occasionally successful in using such risk-taking techniques as ellipses and dashes to show complexity of thought? Does correct spelling enable raters to move smoothly from sentence to sentence?

Analytic score results are provided for parents and teachers on the score report. Such information is useful in providing appropriate instruction for specific writing skill improvement, and assists teachers in fulfilling the intent of Oklahoma law.

Holistic and *analytic* scoring are conducted for different purposes--the former, to provide an overall rating of the paper, and the latter, to provide a view of the strengths and weaknesses of a student's specific writing skills. While the two methods produce different views of writing skill, there is a relationship shared by the two methods. This relationship is discussed in section IV of this report.

D. The Match with Oklahoma's Suggested Learner Outcomes (1983 ed.)

As stated previously, one of the major criteria used in selecting an instrument for the Writing Assessment Component of the OSTP is the manner in which the test measure Oklahoma's Suggested Learner Outcomes (SLOs) for composition. Figures 2 and 3 (pages 19-20) illustrate the match of SLOs in grades 7 and 10, respectively. Information contained in Figures 2 and 3 is explained as follows:

- Each Suggested Learner Outcome is given in its full text as worded in the SLO Guide. Codes in the extreme left column match the coding of each outcome within the SLO Guide.

- Listed in the column labeled "HOLISTIC" are indications of whether or not each SLO is measured by the holistic grading procedure. "Yes" indicates that the SLO was measured; "NA" indicates that the SLO could not be measured by this method.

- Listed in the column labeled "ANALYTIC" are indications of whether or not each SLO is measured by the analytic scoring procedure. "Yes" indicates that the SLO was measured by this method; "NA" indicates that measurement of a given SLO was not applicable.

- Provided in the extreme right column of Figures 2 and 3 is an explanation regarding the manner in which measurement of a given SLO is addressed by each of the rating methods.

FIGURE 2

CORRELATION OF OKLAHOMA'S SUGGESTED LEARNER OUTCOMES FOR COMPOSITION AT GRADE SEVEN WITH THE STANFORD WRITING ASSESSMENT

CODE	SUGGESTED LEARNER OUTCOME	HOLISTIC	ANALYTIC	EXPLANATION
C007.4	The student will use expression in dialogue, poetry, tall tales, science fiction, fables, myths, essays, reports, letters, short stories, songs, or ballads.	Yes	Yes	The *Stanford* prompts elicit either narrative, descriptive, expository, or persuasive writing. The prompt used in 1992 in Oklahoma was descriptive. The holistic scoring method takes into account all factors relevant to good writing. The analytic raters consider all facets of the six skill areas listed on page 16 of this report.
C007.5	The student will develop a paragraph using a pre-writing, writing, revising, and editing process.	Yes	Yes	The *Stanford* is an assessment of timed process writing. Test directions given orally by the test administrator guide students through five minutes of pre-writing, planning, and/or outlining; 20 minutes of essay development (i.e., actual writing); and 10 minutes of revising and editing.
C007.6	The student will paraphrase information from written and oral materials.	Yes	Yes	Students responding to the *Stanford Writing Assessment* interpret an exclusively verbal prompt, developing their essays according to the directive provided. The holistic raters consider all aspects of the student's written interpretation of the prompt and the analytic raters look more closely at the student's ability to put the message into his or her own words when rating Sentence Formation, Word Usage, and Content Development.
C007.7	.The student will take notes from written, oral, and other forms of media.	NA	NA	The *Stanford* applies note-taking skills during the *prewriting phase* of the test. During this five-minute period, students engage in pre-writing activities which include noting initial ideas, organizing those ideas, and outlining. While the "notes" are not scorable, the effects of using this skill for organizing the discourse are.

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Figure 3
CORRELATION OF OKLAHOMA'S SUGGESTED LEARNER OUTCOMES FOR COMPOSITION AT GRADE TEN WITH THE STANFORD WRITING ASSESSMENT

CODE	SUGGESTED LEARNER OUTCOME	HOLISTIC	ANALYTIC	EXPLANATION
C010.1	The student will recognize the characteristics of all four types of essays: narrative, descriptive, expository, and argumentative.	Yes	Yes	The student responds to a unimodal prompt which is scored as mode-specific; he or she is therefore practicing direct application of this skill as the essay is being planned, written, and revised.
C010.2	The student will then write informal essays.	Yes	Yes	The *Stanford Writing Assessment* is a direct method of writing assessment which tests the student's ability to write informal essays.
C010.3	The student will expand paragraph writing skill to include various organizational skills: spatial, cause and effect, classification, and induction.	Yes	Yes	One universal quality of good writing is logical organization, whether it be spatial, cause and effect, classification, deduction, induction, or any other organizational method. When an essay is holistically scored, the raters are trained to consider logical development, as well as other factors of good writing, when assigning a score. In addition, development--the student's ability to logically organize his or her essay or paragraph--is one of the specific features that receives a separate analytic score.
C010.4	The student will use parallel structures and transitional devices (i.e., words, sentences, phrases) in written work.	Yes	Yes	Other qualities considered essential to good writing are effective sentence structure (parallel structure, subject-verb agreement, variety of sentence formation and length, etc.) and proper word choice (appropriate vocabulary, use of transitional words and phrases, etc.). Since these are features that help to make a paragraph or essay effective on the whole, they are considered by the raters during holistic scoring and analyzed separately and more closely during the analytic scoring of Sentence Formation and Word Usage.
C010.5	The student will write a short report documented with a bibliography which requires use of three sources found in the library.	NA	NA	
C010.6	The student will revise and edit paragraphs, essays, and other written materials specifically eliminating errors in grammar, punctuation, spelling, semantics, and syntax.	Yes	Yes	Editing and revising are directed activities in the *Stanford Assessment.* Evidence of the choices made by the writer in his attempt to eliminate errors in grammar, punctuation, spelling, semantics, and syntax can be seen by the raters who score the *Stanford Writing Assessment.* The holistic scoring procedure holds the writer accountable (within reason) for making these changes to eliminate errors. In addition, the analytic features of Mechanics, Word Usage, and Sentence Formation allow for a more careful analysis and rating of each.
C010.7	The student will write effective responses to essay test questions (i.e., restate the question, mention author and title of work, and use concrete details).	Yes	Yes	*Restatement of the question* is closely related to the student's providing an introductory sentence or paragraph that states the central idea. *Use of concrete details* is a requirement of the descriptive mode assessed by the test.
C010.8	The student will write a composition using an introductory paragraph.	Yes	Yes	Effective paragraph and essay writing using any of the rhetorical modes requires the writer to include a logical beginning, middle, and end. For this reason, use of an introductory paragraph is a universal feature of good writing that is automatically considered by the holistic scorers reading each essay. Further, this characteristic is more closely considered by analytic scorers when they rate the Content Development feature of the essay.

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IV. Understanding and Using the Data

A. The Comparison of Holistic Scores with National Norms

Oklahoma's group scores are reported in terms of the AVERAGE score for a specific group of students (i.e., building, district, or state). The holistic scores are converted to national norms (e.g., National Percentile Ranks, Stanines, and Normal Curve Equivalents [NCE]) to provide a comparison of our students' performance levels with those of the national norm group.

The national norm group is comprised of students whose selection is based on a scientific random sampling. The goal of such sampling is to achieve grade level groups, with each group representing a cross-section of the United States regarding an appropriate balance of geographic areas, socioeconomic levels, ethnic groups, urban/rural locations, and other critical factors.

The norming (or standardization) process involves the administration of appropriate test forms to students comprising each grade level national norm group. Each group's average raw score on a given test at a particular grade level becomes the "norm" with which performance of individuals or groups of students in the same grades can be compared. (Example: the average raw score of students in the national norm group is represented by the 50th Percentile Rank, the 50th NCE, or a Stanine of 5 on a particular test. If Oklahoma's 7th grade students' average score is at the 63rd Percentile Rank on a particular test, it can be stated that the "average" 7th grade student in Oklahoma is performing at a level that is equal to or better than 63% of the students who comprised the national norm group for that test.)

The *Stanford Writing Assessment Program* was normed concurrently with the *Stanford Achievement Test* Series, Eighth Edition. Norming took place in the spring and fall of 1988. Data were collected on both forms, J and K, at each of the nine levels of the *Stanford Writing Assessment Program*. Equating studies linking forms and levels of the assessment were also carried out during standardization. Within a mode only, prompts may be compared with one another across grades/levels (e.g., Advanced 1, Grade 7 - TASK 2, Grade 10) and within a grade/level (e.g., Form J - Form K). The demands on the writer of the different modes are great enough that cross-mode comparisons are not recommended.

Oklahoma's seventh-grade students were administered the Advanced 1 level, Form K of the *Stanford Writing Assessment*; a level specifically designed for the spring of grade 7. The tenth-grade students were administered the TASK 2 level, Form K of the *Stanford*. Form K was used at both grade levels because this form is secure.

The *Stanford Writing Assessment* offers writing prompts at each level that elicit the four major types of writing: Narrative, Descriptive, Expository, and Persuasive. In 1992, Oklahoma students at grade 7 and at grade 10 responded to a descriptive writing prompt.

There are several features of the new *Stanford Writing Assessment* that distinguish it from the *MAT-6 Writing Test* used previously. Figure 4 (page 22) compares the two writing tests.

Figure 4

A COMPARISON OF MAJOR FEATURES OF THE *MAT-6 Writing Test* and the *Stanford Writing Assessment*

FEATURE	MAT-6 Writing Test	Stanford Writing Assessment
Establishment of National Norms	1985	1988
When Used in Oklahoma	Grade 7: 1988-1991 Grade 10: 1987-1991	Grades 7 and 10: 1992
Type of Writing Prompt	Combination verbal and picture	Exclusively verbal
Writing Method Measured	Timed impromptu	Timed, modified "process" writing, with teacher instructions guiding students through the various steps of the writing process.
Time Allowed for Testing (not including distribution of papers and giving directions)	20 minutes	35 minutes
Writing Modes Elicited in the Tests	Each prompt elicits a combination of narrative and descriptive writing.	Each prompt is mode-specific; available in narrative, descriptive, expository, and persuasive modes.
Mode(s) Used in Oklahoma	Narrative/Descriptive in 1987-1991	Exclusively descriptive (1992)
Holistic Scoring	Allows for either or both modes to be used	Mode-specific (any writing not in the specified mode elicited is not considered for holistic scoring).
Holistic Scoring Scale	Scored 1 through 8, yielding raw scores of 2 through 16.	Scored 1 through 6, yielding raw scores of 2 through 12.
Scoring Ranges (re: Holistic only)	Use of one scoring standard for both 7th and 10th grades.	Use of different developmental writing stage *standards*--one for 7th grade and one for 10th grade. Provides for more accurate comparisons of writing within smaller age/grade ranges.
Analytic Scoring	Four skill areas; four performance levels for each skill area.	Six skill areas; four performance levels for each skill area.

There are three features of the *Stanford Writing Assessment* that are new for Oklahoma and have a direct impact on the holistic scores and the national norm-referenced scores earned by students:

1. The entirely verbal prompt on the *Stanford* is scored in a mode-specific way. In 1992, Oklahoma students responded to a descriptive prompt. Unlike the *MAT-6 Writing Test* that would score any mode of writing the student produced that was related to the prompt, the *Stanford* requires descriptive writing to a descriptive prompt in order for the writing to be scored. This scoring requirement for mode-specific writing means that a lengthy descriptive essay which has, for example, long narrative sections, would receive a holistic score based only on the descriptive sections of the essay. Mode-specific scoring applies in each of the four writing modes tested by the *Stanford*.

2. The *Stanford Writing Assessment* rates each essay on a holistic scale that ranges from 1 (low) to 6 (high). Two readers independently rate each essay and their scores are added together. Thus, the final score for a paper can range from 2-12. This contrasts with the *MAT-6 Writing Test* scoring in which each essay was rated on a scale from one to eight, yielding a raw score from two readers that could range from 2-16. The shorter *Stanford* scale is accurate and is more like that used across the nation. It also means that a greater range of percentile rank points are tied to each raw score point on the *Stanford*, than on the *MAT-6*.

3. On the *MAT-6 Writing Test* there is one set of rules for judging the holistic (overall merit) scores for seventh and tenth grade papers. On the *Stanford*, there are four sets of rules or scoring standards for each type of prompt; one each for primary (grades 3-4), intermediate (grades 5-6), junior high school (grades 7-8), and high school (grades 9-12). Oklahoma's seventh grade students' papers were judged using the standard appropriate for junior high school students. This means that on the *Stanford*, writing is judged against developmentally appropriate standards.

   National norms are available only for comparing students' holistic scores, as this scoring technique was the one used in establishing norms during the standardization study. The specific criteria used to apply the analytic scoring method to Oklahoma students' papers were customized for use in Oklahoma's program. This was accomplished to satisfy Oklahoma's request for data to use in (1) identifying students' writing skill needs; and (2) planning and implementing appropriate programs to accomplish the desired writing skill improvement. Therefore, subsequent discussion of "norms" in this report have reference only to students' holistic score averages.

   As explained earlier in this report, two raters independently rated Oklahoma students' papers on a holistic scale of 1-6. If the scores given by two raters were more than one point apart from each other, a third rater (an experienced reader called a resolution rater) scored the paper. Each of the original scores was then compared with the third score, and the two closest scores were added to yield the holistic raw score (provided that the two closest scores were no more than one point apart). Thus the range of possible holistic raw scores was 2-12.

   Tables 1 and 2 on page 24 detail the raw scores, scaled scores and derived norm-referenced scores for each grade level tested in Oklahoma.

TABLE 1

Percentile Ranks, Stanines, Normal Curve Equivalents,
and Scaled Scores Corresponding to the Holistic Raw Scores for the
Stanford Writing Assessment Program, Level: Advanced I
Form K, for Spring of 1992, Grade 7*

HOLISTIC RAW SCORES	PERCENTILE RANKS	STANINES	NORMAL CURVE EQUIVALENTS	SCALED SCORES
12	99	9	99.0	678
11	98	9	93.3	667
10	95	8	84.6	656
9	89	8	75.8	645
8	77	7	65.6	634
7	60	6	55.3	623
6	42	5	45.8	612
5	26	4	36.5	601
4	14	3	27.2	590
3	7	2	18.9	579
2	3	1	10.4	567

TABLE 2

Percentile Ranks, Stanines, Normal Curve Equivalents,
and Scaled Scores Corresponding to the Holistic Raw Scores for the
Stanford Writing Assessment Program, Level: Task 2
Form K, for Spring of 1992, Grade 10*

HOLISTIC RAW SCORES	PERCENTILE RANKS	STANINES	NORMAL CURVE EQUIVALENTS	SCALED SCORES
12	99	9	99.0	694
11	96	9	86.9	681
10	90	8	77.0	669
9	77	7	65.6	657
8	61	6	55.9	646
7	44	5	46.8	636
6	30	4	39.0	626
5	19	3	31.5	616
4	10	2	23.0	606
3	5	2	15.4	596
2	2	1	6.7	586

* Administered to Oklahoma's seventh and tenth-grade students in February 1992.

Tables 1 and 2 illustrate the effect of spreading a narrow range of scores (such as the holistic Raw Score Scale of 2-12) over a larger range of scores (such as the Percentile Rank and Normal Curve Equivalent score scales of 1-99). In applying such conversions to real scores, (using the Percentile Rank scale as an example), it becomes obvious that the small difference produced by earning one additional Raw Score point can make a large difference in the Percentile Rank increase--especially in the "middle" of the raw score range. For example, look at the Percentile Rank associated with a Raw Score of 7 for Grade 7, and compare it with the Percentile Rank associated with a Raw Score of 8. At this point on the scale, a difference of one Raw Score point means a difference of 17 Percentile Rank points. Differences in individuals' or groups' norm-referenced scores that are in the middle of the scale often appear to be greater than the one or two raw score points would indicate. To avoid the harmful effects of such distorted implications, we strongly recommend that viewers of test results refrain from comparing scores of individual students, school sites, and/or school districts.

B. The Analytic Scoring Guidelines: Relationship of Analytic to Holistic Scores

As was described in Figure 1 (page 16), the Analytic Scoring Guidelines included six categories of writing skills to be considered: Ideas and Development; Organization, Unity and Coherence; Word Choice; Sentences and Paragraphs; Grammar and Usage; and Mechanics. Within each of these categories of skills were evaluation criteria representing four levels of student performance, with 4 being the highest level.

Analytic scores are reported (1) at the individual student level by his or her performance of 4, 3, 2, or 1 within each of the six categories of skills; and (2) at the group level by number and percent of students performing in the 4, 3, 2, and 1 performance levels within each skill category.

The purpose of the analytic scoring technique is to provide data which will assist the classroom teacher in determining students' strengths and deficiencies in each of the categories of writing skills being measured. These data, used in combination with other evidence gathered in regard to students' specific needs, will provide a focus for planning writing skill improvement programs for individuals and groups of students.

Guidelines for appropriate interpretation and use of analytic scores are listed as follows:

- Scores for six skill categories are provided (i.e., Ideas and Development; Organization, Unity, and Coherence; Word Choice; Sentences and Paragraphs; Grammar and Usage; and Mechanics). During the analytic scoring of Oklahoma's papers, each category of skills was considered as independent of the others. Therefore, in their use, scores for the six categories are neither to be added to obtain a total score nor averaged to determine a mean analytic score.

- The user of analytic scores is advised to refrain from comparing either the individual student's or group's actual performance levels from one skill category to another. For example, performance on Sentences and Paragraphs should be judged separately to determine (1) the student's actual performance level; (2) the deficiencies in skills indicated by that performance level (i.e., the existing need); and (3) the instructional techniques, activities, and materials necessary to accomplish skill improvement.

Failure to examine performance in each category separately could result in ignoring a child's need for additional instruction in a given skill area. This error--applied at the group instructional planning level--can result in overteaching in one skill category at the expense of instruction in another.

- Holistic and analytic scoring are designed to describe the quality of student writing achievement in very different, but complementary ways. The holistic readers make a single judgement of the overall merit of the essay. This overall merit judgement is based mainly on its organization and its content (development of ideas and specific word choice). Spelling, writing mechanics, and grammar can influence the holistic score if they make the student's writing difficult to understand.

  The analytic reader looks for evidence of skill and writing proficiency in six specific features of the essay. Teachers and parents can use the analytic scores for guidance about which aspects of a student's writing are strong and which aspects can be improved through instruction. However, because the "whole [holistic] is greater than the sum of its parts [analytics]", one will not find a perfect relationship between the two scores.

  Nevertheless, there is a positive correlational relationship between the six analytic features and the holistic score of students' essays. A study of this relationship by The Psychological Corporation obtained the correlations presented in Table 3 below.

TABLE 3

OKLAHOMA SCHOOL TESTING PROGRAM
DIRECT WRITING ASSESSMENT

Correlation of Holistic and Analytic Scores for the
Stanford Writing Assessment Program. Second Edition

ANALYTIC AREA	GRADE 7	GRADE 10
I. Ideas and Development	.64	.57
II. Organization, Unity and Coherence	.53	.48
III. Word Choice	.50	.41
IV. Sentences and Paragraphs	.40	.35
V. Grammar and Usage	.36	.30
VI. Mechanics	.38	.30

These correlations show that the first three analytic features (Areas I, II, and III) are more strongly related to students' holistic scores than the final three analytic features (Areas IV, V, and VI). This pattern exists at both the seventh and tenth grades, although the magnitude of the correlations is somewhat higher at grade 7.

A stronger relationship of analytic areas I, II, and III to the holistic scores was expected. These three analytics deal with the content of the essay and its organization and development. The high positive correlations validate the contribution of these features to the holistic score. It is also clear that none of the first three analytic features totally explains the global holistic rating. The final three analytic features (IV, V and VI) are more weakly related to the holistic score because these features are of less importance than the first three in explaining the overall merit of the essay.

Another way of viewing the relationship between holistic and analytic scores is shown in Tables 4 and 5 (page 28). At each grade level, we have plotted the average holistic score earned by students who received an analytic score of 4, 3, 2, or 1. There is a separate graph for each analytic area. (See Figures 5 and 6 on pages 29 and 30).

The results are consistent, showing: (1) higher holistic scores for students earning analytic scores of 4 and 3 compared with those earning analytic scores of 2 and 1; and (2) a wider range of average holistic scores within analytic areas I, II, and III, compared with analytic areas IV, V and VI. Both results were expected.

In a small number of cases, score reversals did occur. For example, it was possible for a student to receive a relatively high holistic score and a low analytic score in one or more areas. Conversely, it was possible for a student to receive a middle or low holistic score and a high analytic score in one or more areas.

Each student's essay is unique and must be judged on its individual merits; one must be very cautious about generalizations. Nevertheless, when reversals occurred, most often one of the following conditions applied:

> High holistic score/low analytic score. These papers had high overall merit (usually the paper was written in a manner that addressed the topic and consistently remained "on-topic" throughout, complete with supporting details; exhibited good organization and development; etc.), but the paper may have been lacking in one or more of the last three analytic areas (sentence variety, structure and length; grammar; capitalization, punctuation, and spelling).
>
> Middle or low holistic score/high analytic score. A paper with these characteristics could be a simple reversal of the paper just described--poor content development and organization, but excellent use of writing mechanics, grammar, and sentence structure. Another possibility is that the paper earned a low holistic score because most of the essay was not in the correct mode ("off task"). At the same time, several analytic scores could be quite high because analytic scoring considers everything that is written, not just the parts written in the correct mode. Overall, the holistic and analytic scores of the *Stanford Writing Assessment* show the expected relationship to each other, and give the user important information about different qualities of student writing.

TABLE 4

Mean Holistic Raw Score for Each Analytic Score Point
in Each Analytic Area: Grade 7

ANALYTIC AREA	ANALYTIC SCORES			
	4	3	2	1
I. Ideas and Development	8.82	7.54	6.00	4.37
II. Organization, Unity and Coherence	8.79	7.68	6.55	5.18
III. Word Choice	8.65	7.56	6.39	4.56
IV. Sentences and Paragraphs	8.22	7.43	6.53	5.80
V. Grammar and Usage	7.93	7.19	6.39	5.32
VI. Mechanics	8.07	7.29	6.51	5.60

TABLE 5

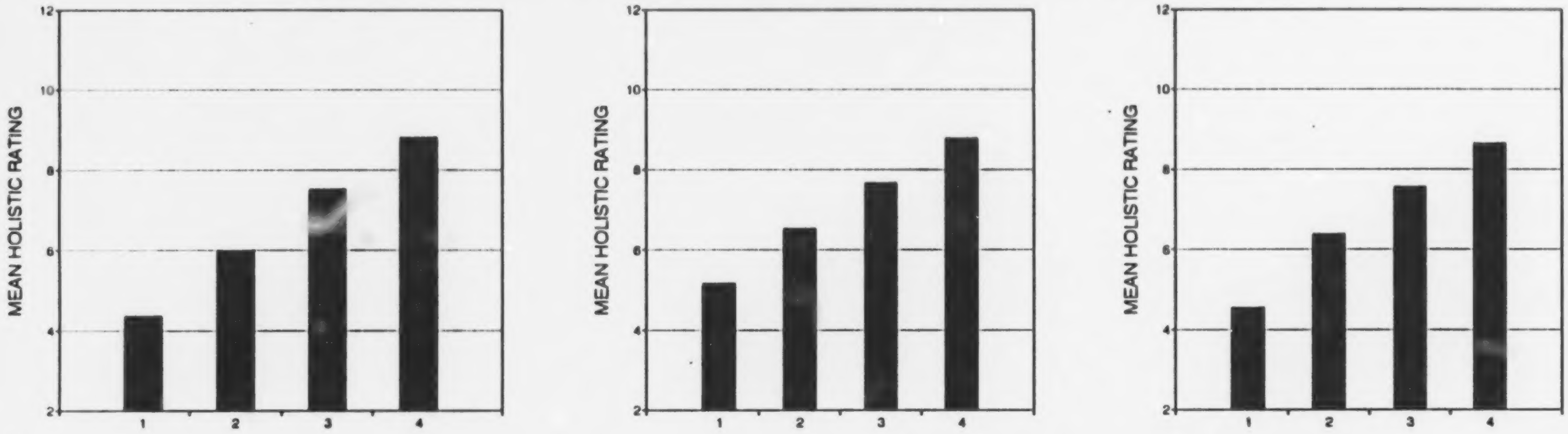
Mean Holistic Raw Score for Each Analytic Score Point
in Each Analytic Area: Grade 10

ANALYTIC AREA	ANALYTIC SCORES			
	4	3	2	1
I. Ideas and Development	9.19	7.81	6.20	4.48
II. Organization, Unity and Coherence	9.04	7.95	6.69	4.82
III. Word Choice	8.96	7.76	6.62	5.30
IV. Sentences and Paragraphs	8.64	7.75	6.98	6.22
V. Grammar and Usage	8.36	7.59	7.00	6.15
VI. Mechanics	8.35	7.66	7.05	6.26

Figure 5

OKLAHOMA WRITING ASSESSMENT, SPRING 1992

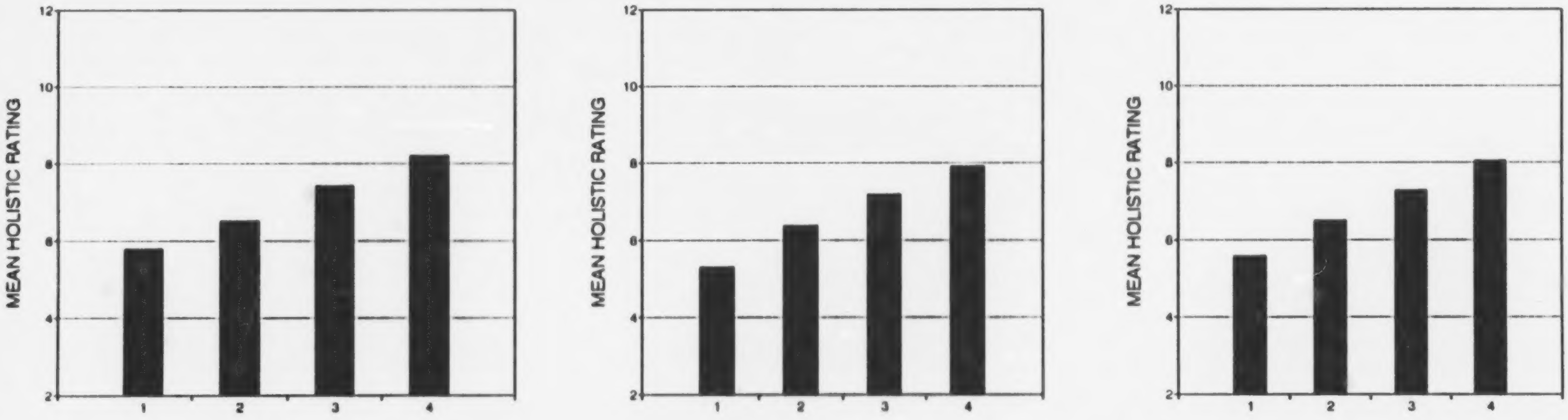
GRADE 7 HOLISTIC SCORE MEANS BY ANALYTIC SCORE POINTS



Analytic Area I

Analytic Area II

Analytic Area III



Analytic Area IV

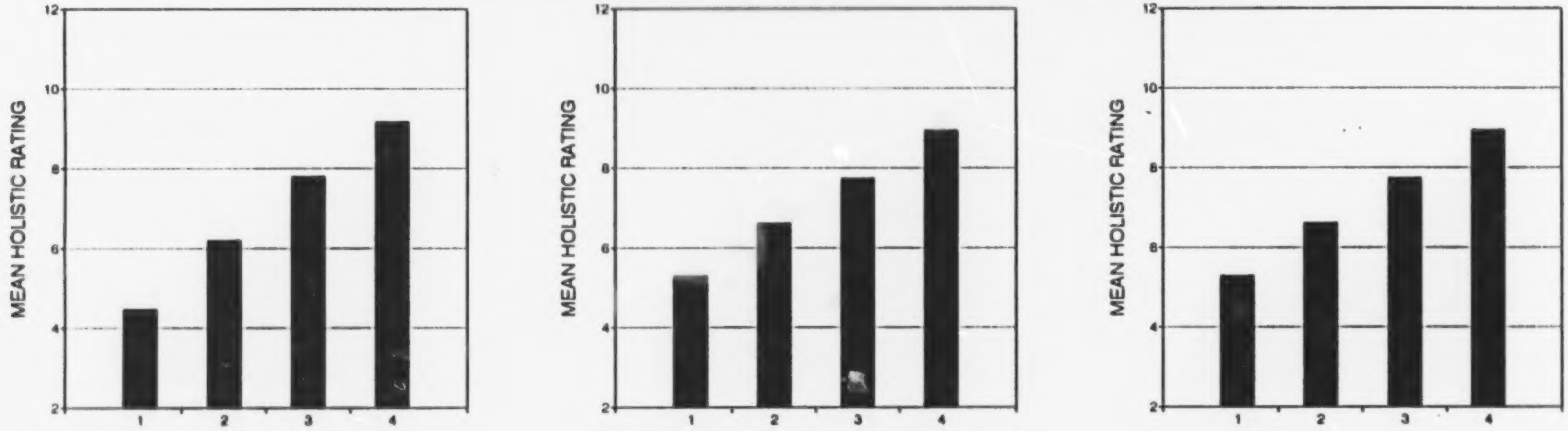
Analytic Area V

Analytic Area VI

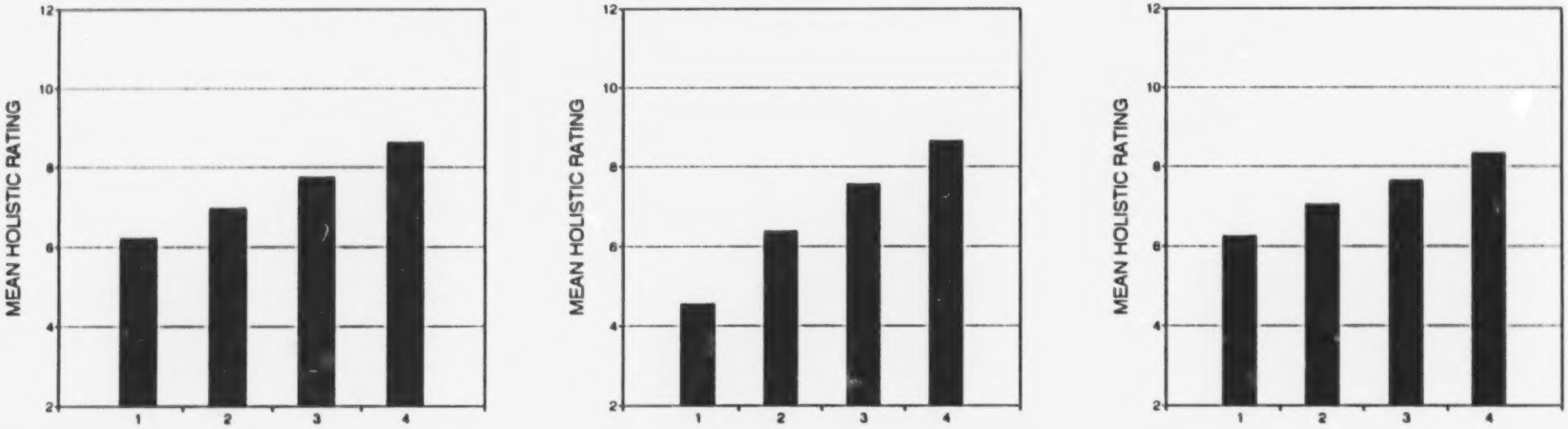
Figure 6

OKLAHOMA WRITING ASSESSMENT, SPRING 1992

GRADE 10 HOLISTIC SCORE MEANS BY ANALYTIC SCORE POINTS



Analytic Area I Analytic Area II Analytic Area III



Analytic Area IV Analytic Area V Analytic Area VI

V. Summary of Results and Interpretation of the Data

A. Document Returns

Answer documents from all school districts which serve seventh and tenth grade students were returned for scoring. State norms were developed based on this return.

B. Number Enrolled Versus Number Tested

Not all of the students in grades 7 and 10 were tested due to the following factors:

- Students who have Individualized Education Plans (IEPs) pursuant to Public Law 94-142 were eligible for exemption from OSTP participation (see pages 2-3 of this report for a discussion of this issue). If all IEP students are exempted from participation in the OSTP, this number can constitute up to 11.1% of the total enrollment.

- Local school district option was offered in regard to testing students who are considered as Limited English Proficient (LEP). If all LEP students are exempted from participation in the OSTP, this number can constitute up to 1.8% of the total enrollment.

- Makeup tests were not given to students who were absent during the test administration. The average daily absence in Oklahoma schools is 5.2%.

- Student enrollment is reported on September 15th of each school year. These figures can decrease measurably for a number of reasons, especially at the high school grades. It is apparent that--beginning at 10th *grade--dropouts* may account for many of the school leavers.

  Examples of this enrollment phenomenon are provided as follows: The Fall 1990 enrollment for Grade 10 was 38,273; the Fall enrollment for this same statewide class of students as 11th graders was 35,492--for a total loss of 2,781 students, or 7.27% of the class. The actual dropout rate reported for the 10th grade for the 1990-91 school year (i.e., the most recent data available) is 5.83%.

  An illustration with less pronounced results is found in the comparison of Fall 1990 enrollment at grade 7 (i.e., 43,662) with the Fall 1991 enrollment figures for this same class of students in 8th grade (i.e., 43,176). The decrease in enrollment of this class is 446 students, or 1.02%. No dropout data are available specifically for 7th grade.

  We will not know how many *school leavers* are accounted for in the difference observed in Fall 1991 10th grade enrollment and number of students tested in the OSTP Writing Assessment until the Fall 1992 enrollment and dropout figures are in. However, a certain percent of this different can be attributable to students who are no longer enrolled in Oklahoma schools when the tests are administered.

The differences existing in enrollment figures as compared with number of students for whom test results are given in this report are indicated as follows:

Grade Level	Student Enrollment Fall, 1990*	Number of Students Tested**	% of Student Enrollment Tested
7	44,792	38,589	86.2%
10	40,096	32,611	81.3%

*Source: State Department of Education Accreditation Reports--Fall 1991

**Source: Maximum number of students reported on the Master List of Test Results Summary. (See Appendices B-3 and B-4)

C. Summary of State Level Results

Copies of state level reports will be found in Appendix B (Master List of Test Results Summary: 1987-1992) and Appendices C and D (List of Averages--District Level Results). Each of these reports is printed in its entirety. The scores for 35 school districts in grade 7 and six districts in grade 10 were deleted from the List of Averages due to the testing of less than six students. This was done to protect the privacy of those students.

On the whole, the results indicate that Oklahoma's 7th and 10th grade students' writing skill performance levels are estimated to be above the national norm. Due to the irrelevance of comparing group level holistic and analytic scores, the summary and interpretation of these data are discussed categorically as follows:

1. Normative Data: Holistic Score Summary

The holistic score average for Oklahoma's 7th grade students who were administered the *Stanford Writing Assessment* was equivalent to a 63rd national percentile rank. This means that the average 7th grade student in Oklahoma performed at a level which was equivalent to and/or better than 63% of the students in the national norm group.

The average holistic score for Oklahoma's 10th grade students was equivalent to the 57th national percentile rank. Thus, the average 10th grade student performed at a level that was equal to or better than 57% of the students in the national norm group. Table 6 (page 33) provides a comparison of national norms with Oklahoma students' performance at grades 7 and 10.

TABLE 6

Comparison of Oklahoma Students' Performance with National Norms-1992

Type of Score	GRADE 7		GRADE 10	
	National Norm	Oklahoma's Performance	National Norm	Oklahoma's Performance
Scaled Score	619.00	624.4	640	642.8
Normal Curve Equivalent	50.00	57.0	50.00	53.5
Percentile Rank	50.00	63	50.00	57
Stanine	5.00	6	5.00	5

Each year there are a number of papers that are considered *non-scorable* due to four possible conditions. These conditions, along with codes assigned to each, are described as follows: (NS = non-scorable)

NS-1 = Not scorable because the student refused to write or the student's essay had insufficient information, was blank, inappropriate, or a copy of the prompt.

NS-2 = Not scorable because the student's essay was *off-topic* (i.e., did not address the topic of the prompt) or *off-task* (i.e., was not written in the appropriate writing mode).

NS-3 = Not scorable because the student's essay was written in a foreign language.

NS-4 = Not scorable because the student's essay was illegible or incomprehensible.

The 1992 results indicate that, in Grade 7, there was a total of 217 non-scorable papers; this sum for Grade 10 was 223. The number occurring in each of the non-scorable categories and the percent of total students tested represented by the sum of non-scorable papers received are provided as follows:

Grade Level	Non-Scorable Category Designation	Number of Papers Occurring in this Category	% of Papers Represented by Total
Grade 7	NS-1	45	
	NS-2	170	
	NS-3	0	
	NS-4	2	
			.56%
Grade 10	NS-1	67	
	NS-2	154	
	NS-3	1	
	NS-4	1	
			.68%

Table 7 illustrates the distribution of Oklahoma students' scores by providing the number and percent of students whose scores occurred in each quarter of the percentile rank scale. A comparison with national norms is offered to illustrate the difference in "average" performance and Oklahoma students' performance. (Appendix A--Percent of Scores Under the Normal Curve--illustrates the distribution of "average" group performance.)

TABLE 7

Comparison of Oklahoma Students' Performance in Each Quartile With That Expected Based on the Normal Curve

NATIONAL NORMS		OKLAHOMA STUDENTS' PERFORMANCE			
		Grade 7-1992		Grade 10-1992	
Percentile Rank	% of Scores	# of Scores	% of Scores	# of Scores	% of Scores
99 : 76	25%	17,000	45%	9,499	30%
75 : 51	25%	7,427	19%	8,272	26%
50 : 26	25%	10,831	28%	10,527	33%
25 : 1	25%	2,897	8%	3,867	12%

An analysis of the holistic scores indicates that the overall writing performance of Oklahoma's students appears to be at levels above the average. Our school administrators and teachers are to be commended on the provision of instructional programs which produce such results.

2. Analytic Score Summary

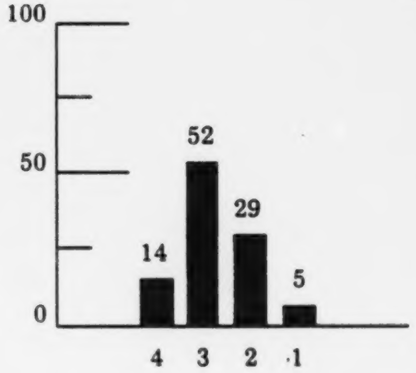
Figures 7 and 8 (pages 36 through 39) illustrate the performance levels of Oklahoma students within each of the categories of writing skills measured. Definitions of performance level criteria are provided for each skill category with corresponding percentages of students who scored in each of the respective performance levels.

It appears that the majority of students were able to demonstrate knowledge and use of basic writing skills as measured by the *Stanford Writing Assessment*. In all, 52%-74% of seventh grade students' compositions and 65%-75% of tenth grade students' compositions demonstrated capabilities within the two highest levels of performance among the various writing skill categories.

FIGURE 7

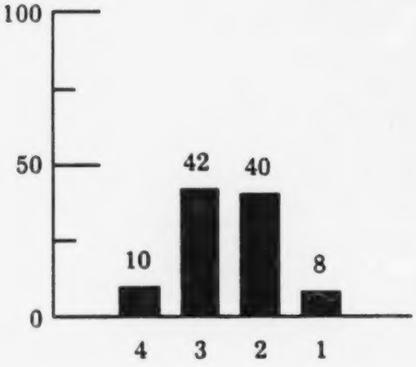
State Level Results on Analytic Scoring Criteria
Stanford Writing Assessment, Grade 7--1992

Area I--Ideas and Development



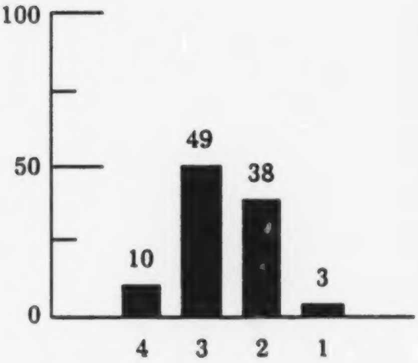
4	Extensive development of several ideas (or one, important main idea) with extension and elaboration on all or most of the points. Look for uniqueness, interest to audience, and strong supporting details. Can be exceptional writing or extremely thorough.
3	Good development of idea with many details extended and elaborated. Ideas are fairly well supported. May be an extensive list with little or no elaboration.
2	Adequately supported ideas with some details extended or elaborated.
1	Weak ideas minimally supported with little or no extension of details.

Area II--Organization, Unity, and Coherence



4	Completely organized with smooth flow from one idea to the next through the use of transitions and sequencing. Unity is strongly evident with no wandering from the primary theme or plan.
3	Fairly well organized with good unity of plan. Some transitions may be used. Little or no digression from main ideas or writing mode.
2	Small amount of organization. Weak plan that may not be well unified. Ideas may be only minimally connected. May frequently wander from expected writing mode.
1	Lack of plan or coherence.

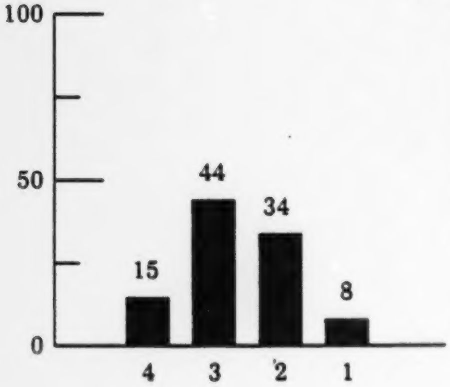
Area III--Word Choice



4	Precise, appropriate, accurate, and specific word choices that convey the correct meaning and appeal to the audience. May be vivid and imaginative.
3	Word choices that are appropriate and specific. May lack "sparkle," but meaning is clear.
2	Fair use of words. May be specific but have little variety. May be simplistic and occasionally vague, but generally effective.
1	Very simplistic. Meaning may be unclear or inappropriate.

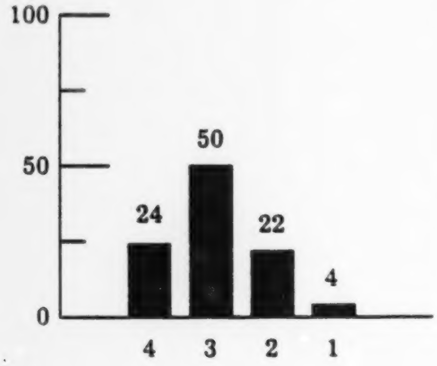
FIGURE 7
(continued)
State Level Results on Analytic Scoring Criteria
Stanford Writing Assessment, Grade 7--1992

Area IV--Sentences and Paragraphs



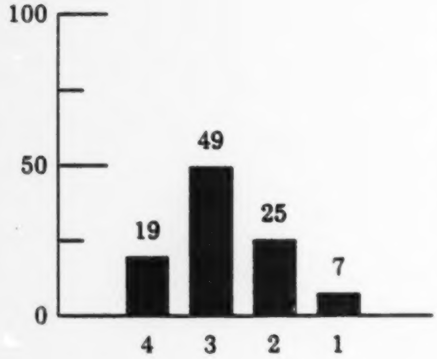
4	Excellent control and formation of sentences. Variety of sentence structure, type, and length contribute to fluency and interest. Paragraphs used where appropriate. Few, is any, errors.
3	Adequate control of sentence formation. Some mix of sentence types, lengths, and structures. May contain a small number of errors that do not interfere with fluency. May have some attempt at paragraphing.
2	Most sentences constructed correctly. May have little variety in type, length, or structure. May be somewhat monotonous or choppy. May contain several errors or lack control. May have no attempt at paragraphing.
1	Poor sentence structure with many errors that inhibit fluency or clarity. Lacks control.

Area V--Grammar and Usage



4	Error free or very few errors in approximate proportion to length of paper.
3	Good grammar and word usage. Errors that do not detract from overall quality of the paper.
2	Fair grammar and usage. Errors may interfere with meaning. May be simplistic.
1	Poor grammar and word usage with frequent or serious errors.

Area VI--Mechanics

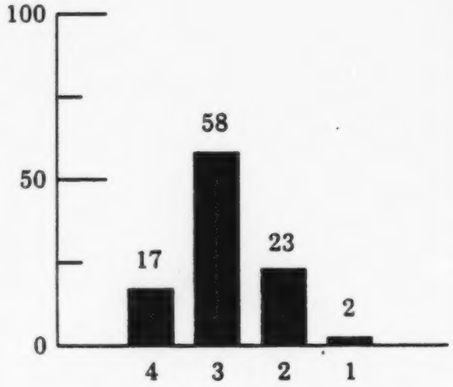


4	Error free or very few errors in approximate proportion to the length of the paper.
3	Most punctuation, capitalization, and spelling correct. Errors do not interfere with communication.
2	Some errors in punctuation, capitalization and/or spelling that may interfere somewhat with communication.
1	Frequent and/or serious errors in mechanics that interfere with communication assigned within each of the analytic score categories.

FIGURE 8

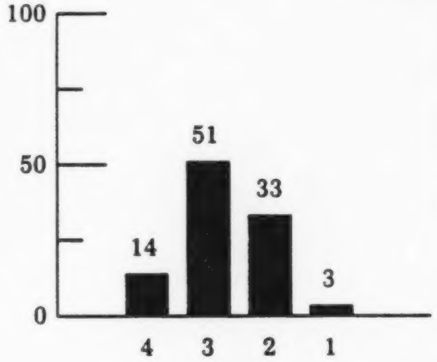
State Level Results on Analytic Scoring Criteria
Stanford Writing Assessment, Grade 10--1992

Area I: Ideas and Development



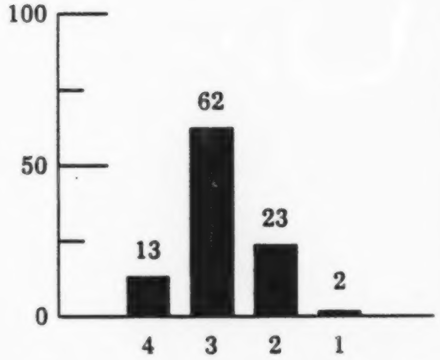
4	Extensive development of several ideas (or one, important main idea) with extension and elaboration on all or most of the points. Look for uniqueness, interest to audience, and strong supporting details. Can be exceptional writing or extremely thorough.
3	Good development of idea with many details extended and elaborated. Ideas are fairly well supported. May be an extensive list with little or no elaboration.
2	Adequately supported ideas with some details extended or elaborated.
1	Weak ideas minimally supported with little or no extension of details.

Area II: Organization, Unity and Coherence



4	Completely organized with smooth flow from one idea to the next through the use of transitions and sequencing. Unity is strongly evident with no wandering from the primary theme or plan.
3	Fairly well organized with good unity of plan. Some transitions may be used. Little or no digression from main ideas or writing mode.
2	Small amount of organization. Weak plan that may not be well unified. Ideas may be only minimally connected. May frequently wander from expected writing mode.
1	Lack of plan or coherence.

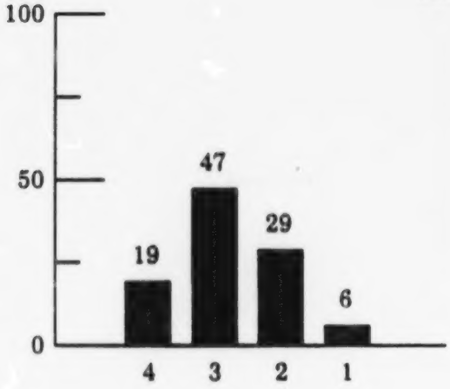
Area III: Word Choice



4	Precise, appropriate, accurate, and specific word choices that convey the correct meaning and appeal to the audience. May be vivid and imaginative.
3	Word choices that are appropriate and specific. May lack "sparkle," but meaning is clear.
2	Fair use of words. May be specific but have little variety. May be simplistic and occasionally vague, but generally effective.
1	Very simplistic. Meaning may be unclear or inappropriate.

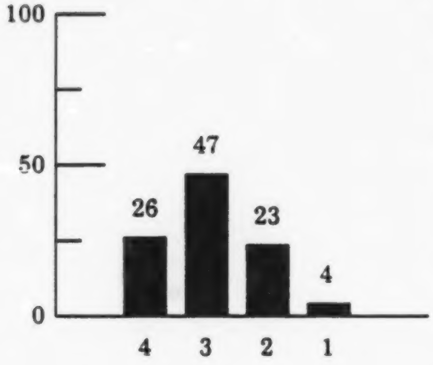
FIGURE 8
(continued)
State Level Results on Analytic Scoring Criteria
Stanford Writing Assessment, Grade 10--1992

Area IV--Sentences and Paragraphs



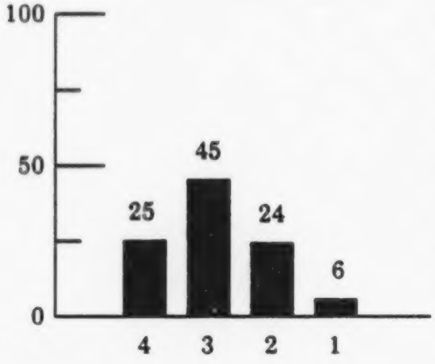
4	Excellent control and formation of sentences. Variety of sentence structure, type, and length contribute to fluency and interest. Paragraphs used where appropriate. Few, if any, errors.
3	Adequate control of sentence formation. Some mix of sentence types, lengths, and structures. May contain a small number of errors that do not interfere with fluency. May have some attempt at paragraphing.
2	Most sentences constructed correctly. May have little variety in type, length, or structure. May be somewhat monotonous or choppy. May contain several errors or lack control. May have no attempt at paragraphing.
1	Poor sentence structure with many errors that inhibit fluency or clarity. Lacks control

Area V--Grammar and Usage



4	Error free or very few errors in approximate proportion to length of paper.
3	Good grammar and word usage. Errors that do not detract from overall quality of the paper.
2	Fair grammar and usage. Errors may interfere with meaning. May be simplistic.
1	Poor grammar and word usage with frequent or serious errors.

Area VI--Mechanics



4	Error free or very few errors in approximate proportion to the length of the paper.
3	Most punctuation, capitalization, and spelling correct. Errors do not interfere with communication.
2	Some errors in punctuation, capitalization and/or spelling that may interfere somewhat with communication.
1	Frequent and/or serious errors in mechanics that interfere with communication assigned within each of the analytic score categories.

The provision of analytic score data at the individual student level will indicate the writing skill area needing the greatest instructional focus and practice. Working together with the knowledge base provided by such data, parents and teachers can create opportunities for students to become more proficient writers.

At the classroom and building levels, such data can indicate areas of strength and deficiency in specific writing skill instruction based on the number and percent of students scoring at each of the performance levels within each of the skill categories. Such knowledge--put into practice--should serve to identify program needs and aid to provide a focus for fulfilling these needs.

D. Observations

It appears that, based on the results of the *Stanford Writing Assessment*, Oklahoma's 7th and 10th grade students were able to organize and construct essays in the descriptive writing mode in a manner that compares favorably with the performance of the national norm group.

For most students, it takes many years to develop high quality writing skills. This requires quality instruction and ample practice in writing. It appears that Oklahoma's students are receiving a good measure of both.

The analytic score scale was neither designed nor normed to establish the expectation that 25% of all students would score in each of the levels (1-4) within each analytic score area. However, the four performance levels do represent varying degrees of writing expertise--from 1 (low) to 4 (high). It is therefore desirable for students to earn one of the two highest analytic scores (i.e., either a 4 or 3) in each of the six analytic score areas.

The following table displays Oklahoma students' analytic scores in terms of the combined percent of students earning the analytic scores of 4 and 3 in each of the six analytic score areas:

	Combined Percent of Students Earning Analytic Scores of 4 and 3	
Analytic Score Area	**Grade 7**	**Grade 10**
I - Ideas & Development	**66%**	**75%**
II - Organization, Unity, & Coherence	**52%**	**65%**
III - Word Choice	**59%**	**75%**
IV - Sentences & Paragraphs	**59%**	**66%**
V - Grammar & Usage	**74%**	**73%**
VI - Writing Mechanics	**68%**	**70%**

A study of Oklahoma's 1992 writing assessment data indicates that the 10th grade students did not perform as well as (1) the 1992 seventh grade group; or (2) their predecessors (who took the *MAT-6*) when comparing their holistic score means with those of their respective national norm groups. However, the analytic score performance of the 10th grade class shows a greater comparative proficiency in all areas of specific writing skill except grammar and usage.

These results support the recency of *Stanford* norms as a possible reason for the mean holistic score performance level of this year's tenth grade being so much closer to the national average than were their predecessors' scores. The newer norms on this test indicate a higher performance average across the nation in terms of overall writing--i.e., the ability to organize thoughts and apply specific writing skills to produce essays that, *considered as a whole*, represent high quality. It appears that Oklahoma's 1992 tenth-grade students are being compared with a national average that is more difficult to exceed.

As illustrated above, the 1992 tenth grade scores exhibit good performance in each of the six analytic score areas, meaning that Oklahoma students are applying each of the specific writing skills well. The level of writing skills demonstrated by this analytic score performance will enable our students to seize the opportunity for improvement in holistic scores.

VI. Directions for the Future

Oklahoma law requires that the writing assessment data be used to improve instructional programs in schools throughout the state. The State Department of Education will continue to provide a variety of services to aid with this process.

A. Posttest Inservice Training Program

A posttest inservice training program will be offered throughout the 1992-93 school year for all teachers, building and district test coordinators, and school administrators serving middle, junior high, and secondary level students. Sessions conducted on-site in each school district will include the following topics:

- Interpretation of the Test Data Reports
- Analysis of Test Results to Determine Needed Changes (methodology)
- Specific Teaching Techniques and Activities for Writing and Skill Reinforcement
- Assistance with determining needed changes and innovations in the School Improvement Plan

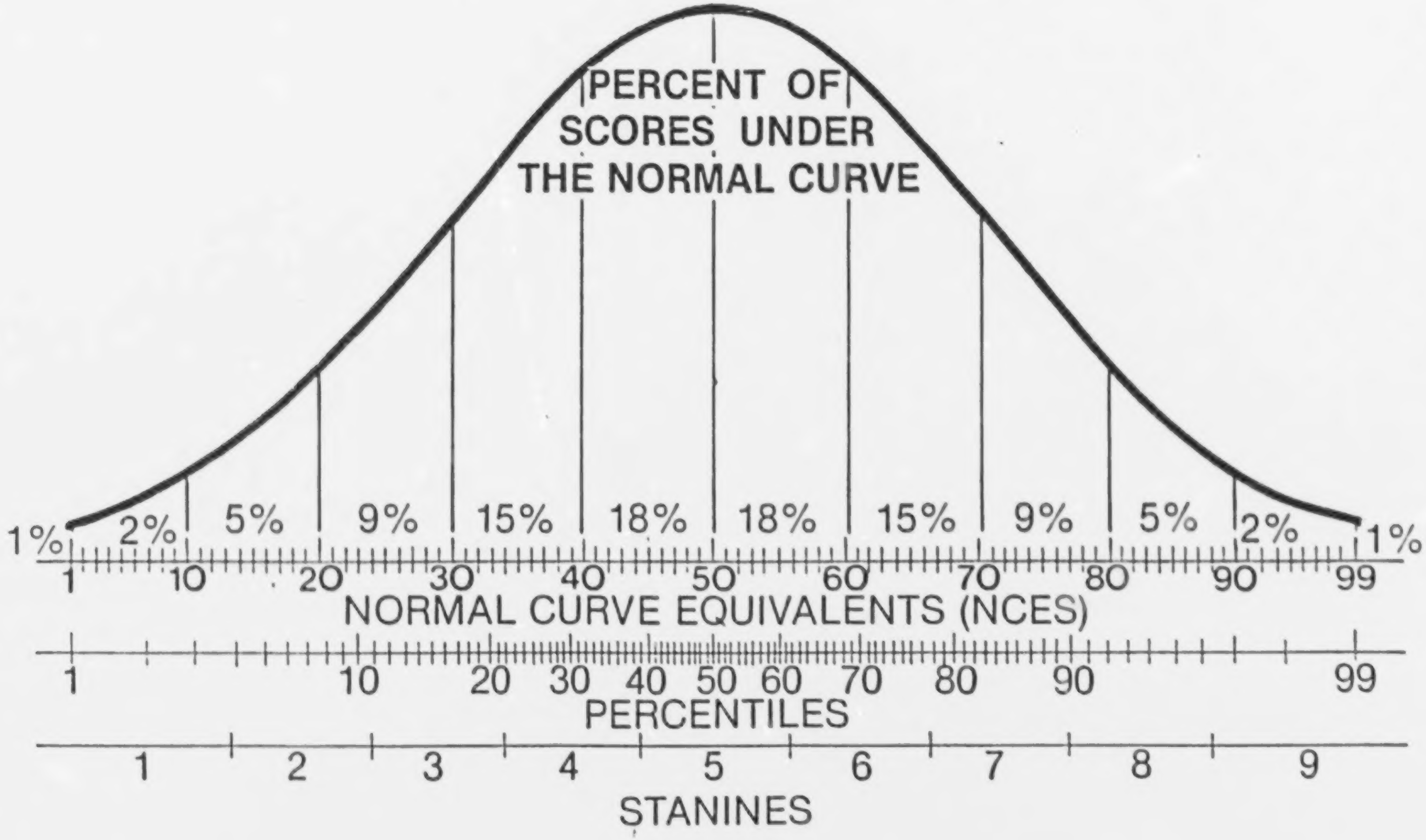
To prepare for this inservice program, The Psychological Corporation has developed materials which are customized to the specific needs of the Writing Assessment Component of the OSTP and the follow-up work which will take place at the local school level. Such publications include the *Manual for Interpreting* and additional inservice materials which are designed to aid schools in using test data at the local level. These materials will be provided for each inservice participant.

B. Follow-up Services Provided for Schools

At the request of local school administrators, the Department will provide assistance to schools based on the stated needs of each faculty. Since the implementation of the OSTP (Fall semester, 1985) the number of such requests has increased. It is anticipated that a similar interest in use of the writing assessment data will be exhibited throughout the 1992-93 school year.

APPENDIX A

Percent of Scores Under the Normal Curve


PERCENT OF SCORES UNDER THE NORMAL CURVE
1%
2%
5%
9%
15%
18%
18%
15%
9%
5%
2%
1%
1
10
20
30
40
50
60
70
80
90
99
NORMAL CURVE EQUIVALENTS (NCES)
1
10
20
30
40
50
60
70
80
90
99
PERCENTILES
1
2
3
4
5
6
7
8
9
STANINES

APPENDIX B

MASTER LIST OF TEST RESULTS SUMMARY: 1987--1992

Appendix B - 1 - Performance of Oklahoma's Students on the *MAT-6 Writing Test*: Grade 7 for 1988--1991

Appendix B - 2 - Performance of Oklahoma's Students on the *MAT-6 Writing Test*: Grade 10 for 1987--1991

Appendix B - 3 - Performance of Oklahoma's Students on the *Stanford Writing Assessment*: Grade 7 for 1992

Appendix B - 4 - Performance of Oklahoma's Students on the *Stanford Writing Assessment*: Grade 10 for 1992

NOTE: Oklahoma students' performance levels on the *MAT-6 Writing Test* for 1987 through 1991 are not comparable with their 1992 performance on the *Stanford Writing Assessment*, as these tests are not equated.

Appendix B-1

Performance of Oklahoma's Students on the *MAT-6 Writing Test*: Grade 7 1988–1991

Holistic Score Results			Analytic Score Results Performance Levls								
Year	Percentile Rank	NCE	Score Area	S	%	S	%	S	%	S	%
1988	57	53.89	I	4	14%	3	60%	2	20%	1	6%
			II	4	11%	3	68%	2	18%	1	3%
			III	4	14%	3	43%	2	41%	1	3%
			IV	4	10%	3	54%	2	29%	1	7%
1989	54	52.2	I	4	15%	3	51%	2	24%	1	9%
			II	4	13%	3	59%	2	23%	1	4%
			III	4	12%	3	55%	2	30%	1	3%
			IV	4	14%	3	45%	2	30%	1	11%
1990	57	53.6	I	4	23%	3	47%	2	20%	1	10%
			II	4	19%	3	56%	2	20%	1	5%
			III	4	21%	3	53%	2	23%	1	3%
			IV	4	17%	3	46%	2	23%	1	14%
1991	61	56.0	I	4	13%	3	51%	2	27%	1	9%
			II	4	11%	3	57%	2	27%	1	5%
			III	4	10%	3	59%	2	28%	1	3%
			IV	4	12%	3	46%	2	28%	1	7%

Analytic Scoring Guidelines

Area I–Sentence Formation

4	Controlled and varied sentence structure. Few, if any, sentence formation errors.
3	Basically adequate sentence structure with little variety in length and form. Few sentence formation errors.
2	Some Errors in sentence formation.
1	Frequent and/or serious errors in sentence formation.

Area II–Word Usage

4	Vocabulary carefully and imaginatively used. Few, if any, errors in grammar.
3	Vocabulary acceptable and appropriate, but somewhat simplistic. A few errors in grammar.
2	Appropriate, but limited vocabulary. Some errors in grammar.
1	Vocabulary limited and at times incorrect or unsuitable.

Area III–Content Development

4	Well-planned content. Clearly elaborated, well-organized, controlled ideas.
3	Several clear and specific details, with a few problems in either organization or development.
2	Vague and sketchy details, ofent poorly organized. Problems with repetition of ideas and lack of unity.
1	Weak ideas and random thoughts, poorly planned. Few details included in a very brief response.

Area IV–Writing Mechanics

4	No errors in mechanics, or few errors with some attempt at advanced techniques
3	Few errors in mechanics; little risk-taking.
2	Many errors in mechanics.
1	Frequent and/or serious errors in mechanics, interfering with communication.

Appendix B-2

Performance of Oklahoma's Students on the *MAT-6 Writing Test*: Grade 10 1987--1991s

Holistic Score Results				Analytic Score Results							
				Performance Levels							
Year	Percentile Rank	NCE	Score Area	S	%	S	%	S	%	S	%
1987	74	63.2	I	4	32%	3	49%	2	13%	1	7%
			II	4	43%	3	41%	2	11%	1	5%
			III	4	17%	3	60%	2	21%	1	2%
			IV	4	23%	3	48%	2	20%	1	8%
1988	69	60.7	I	4	16%	3	60%	2	18%	1	6%
			II	4	15%	3	61%	2	20%	1	4%
			III	4	11%	3	49%	2	38%	1	2%
			IV	4	9%	3	61%	2	25%	1	6%
1989	78	66.5	I	4	14%	3	52%	2	24%	1	9%
			II	4	13%	3	60%	2	22%	1	4%
			III	4	13%	3	64%	2	21%	1	2%
			IV	4	11%	3	44%	2	32%	1	14%
1990	72	62.2	I	4	25%	3	49%	2	18%	1	8%
			II	4	18%	3	60%	2	18%	1	5%
			III	4	20%	3	60%	2	18%	1	2%
			IV	4	14%	3	48%	2	24%	1	14%
1991	78	66.1	I	4	17%	3	65%	2	14%	1	3%
			II	4	14%	3	73%	2	12%	1	1%
			III	4	10%	3	78%	2	11%	1	1%
			IV	4	17%	3	64%	2	15%	1	3%

Analytic Scoring Guidelines

Area I–Sentence Formation

4 Controlled and varied sentence structure. Few, if any, sentence formation errors.
3 Basically adequate sentence structure with little variety in length and form. Few sentence formation errors.
2 Some Errors in sentence formation.
1 Frequent and/or serious errors in sentence formation.

Area II–Word Usage

4 Vocabulary carefully and imaginatively used. Few, if any, errors in grammar.
3 Vocabulary acceptable and appropriate, but somewhat simplistic. A few errors in grammar.
2 Appropriate, but limited vocabulary. Some errors in grammar.
1 Vocabulary limited and at times incorrect or unsuitable.

Area III–Content Development

4 Well-planned content. Clearly elaborated, well-organized, controlled ideas.
3 Several clear and specific details, with a few problems in either organization or development.
2 Vague and sketchy details, ofent poorly organized. Problems with repetition of ideas and lack of unity.
1 Weak ideas and random thoughts, poorly planned. Few details included in a very brief response.

Area IV–Writing Mechanics

4 No errors in mechanics, or few errors with some attempt at advanced techniques
3 Few errors in mechanics; little risk-taking.
2 Many errors in mechanics.
1 Frequent and/or serious errors in mechanics, interfering with communication.

STANFORD

APPENDIX B - 3

Performance of Oklahoma's Students on the *Stanford Writing Assessment*: Grade 7 for 1992

TYPE OF WRITING: DESCRIPTIVE

TOTAL NUMBER TESTED = 38372[1]　　NON SCORABLE TOTAL = 217

HOLISTIC SCORE SUMMARY

SCORE TYPE	MEAN	STANDARD DEVIATION	MEDIAN
RAW SCORE	7.1	1.7	7.2
SCALED SCORE	624.4	18.9	620.4
NATIONAL NCE	57.0	16.5	52.9
STATE NCE	50.1	20.0	45.0
PR-S OF MEAN NAT'L NCE	63-6		
PR-S OF MEAN STATE NCE	50-5		

FREQUENCY DISTRIBUTION

RAW SCORE	N-COUNT	PERCENT	SCALED SCORE	NATIONAL PR-S	NATIONAL NCE	STATE PR-S	STATE NCE
12	132	0	678	99-9	99.0	99-9	99.0
11	630	2	667	98-9	93.3	99-9	99.0
10	1963	5	656	95-8	84.6	95-8	84.6
9	5020	13	645	89-8	75.8	86-7	72.8
8	9255	24	634	77-7	65.6	68-6	59.9
7	7427	19	623	60-6	55.3	46-5	47.9
6	7683	20	612	42-5	45.8	26-4	36.5
5	3148	8	601	26-4	36.5	12-3	25.3
4	2219	6	590	14-3	27.2	5-2	15.4
3	476	1	579	7-2	18.9	1-1	1.0
2	202	1	567	3-1	10.4	1-1	1.0
NS1	45	0					
NS2	170	0					
NS3	0	0					
NS4	2	0					

PERCENTILE SUMMARY

	NATIONAL N	NATIONAL %	STATE N	STATE %
76 - 99	17000	45	7745	20
51 - 75	7427	19	9255	24
26 - 50	10831	28	15110	40
0 - 25	2897	8	6045	16

STANINE SUMMARY

	NATIONAL N	NATIONAL %	STATE N	STATE %
7 - 9	17000	45	7745	20
4 - 6	18258	48	24365	64
1 - 3	2897	8	6045	16

ANALYTIC SCORE SUMMARY BY AREA

SCORES	AREA I N	AREA I %	AREA II N	AREA II %	AREA III N	AREA III %	AREA IV N	AREA IV %	AREA V N	AREA V %	AREA VI N	AREA VI %
4	5480	14	3767	10	3855	10	5677	15	9220	24	7299	19
3	19865	52	15954	42	18621	49	16917	44	19229	50	18704	49
2	11218	29	15422	40	14545	38	12851	34	8533	22	9759	25
1	1762	5	3182	8	1304	3	2880	8	1343	4	2563	7

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Ψ THE PSYCHOLOGICAL CORPORATION
HARCOURT BRACE JOVANOVICH, INC.

STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

MASTER LIST OF TEST RESULTS
FOR

OKLAHOMA

GRADE: 07
TEST DATE: 02/92
LEVEL: ADVANCED 1
NORMS: SPRING
FORM : K

TYPE OF WRITING: DESCRIPTIVE

HOLISTIC SCORING

The Holistic Raw Score is the sum of two independent raters using a 6-point scoring scale, with 6 being the highest. The score range, therefore, is 2 to 12.

ANALYTIC SCORING

The Analytic scores are six separate scores, one for each of six areas: Ideas and Development; Organization, Unity, and Coherence; Word Choice; Sentences and Paragraphs; Grammar and Usage; and Mechanics. A 4-point scoring scale is used for each area, with 4 being the highest.

ABBREVIATIONS USED:

N, % = NUMBER, PERCENT
NAT'L = NATIONAL
NCE = NORMAL CURVE EQUIVALENT
PR = PERCENTILE RANK
RS = RAW SCORE
S = STANINE
SS = SCALED SCORE

FOOTNOTES:

1 = Statistics do not include students with non-scorable essays.

NA = Analytic score is not available because the student's essay was not scorable.

NA1 = Not available because no derived scores can be reported for non-scorable essays.

NS1 = Not scorable because the student refused to write or the student's essay had insufficient information, was blank, inappropriate, or a copy of the prompt.

NS2 = Not scorable because the student's essay was off-topic or off-task.

NS3 = Not scorable because the student's essay was written in a foreign language.

NS4 = Not scorable because the student's essay was illegible or incomprehensible.

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Appendix B - 4

Performance of Oklahoma's Students on the *Stanford Writing Assessment*: Grade 10 for 1992

TYPE OF WRITING: DESCRIPTIVE

TOTAL NUMBER TESTED = 32388[1]

NON SCORABLE TOTAL = 223

HOLISTIC SCORE SUMMARY

SCORE TYPE	MEAN	STANDARD DEVIATION	MEDIAN
RAW SCORE	7.6	1.9	7.7
SCALED SCORE	642.8	19.8	638.5
NATIONAL NCE	53.5	17.0	48.9
STATE NCE	50.0	20.3	44.7
PR-S OF MEAN NAT'L NCE	57-5		
PR-S OF MEAN STATE NCE	50-5		

FREQUENCY DISTRIBUTION

RAW SCORE	N-COUNT	PERCENT	SCALED SCORE	NATIONAL PR-S	NATIONAL NCE	STATE PR-S	STATE NCE
12	524	2	694	99-9	99.0	99-9	99.0
11	1455	5	681	96-9	86.9	96-9	86.9
10	2652	8	669	90-8	77.0	90-8	77.0
9	4868	15	657	77-7	65.6	78-7	66.3
8	8272	26	646	61-6	55.9	58-5	54.2
7	6119	19	636	44-5	46.8	35-4	41.9
6	4408	14	626	30-4	39.0	19-3	31.5
5	2035	6	616	19-3	31.5	9-2	21.8
4	1175	4	606	10-2	23.0	4-2	13.1
3	415	1	596	5-2	15.4	1-1	1.0
2	242	1	586	2-1	6.7	1-1	1.0
NS1	67	0					
NS2	154	0					
NS3	1	0					
NS4	1	0					

PERCENTILE SUMMARY

	NATIONAL N	NATIONAL %	STATE N	STATE %
76 - 99	9499	30	9499	30
51 - 75	8272	26	8272	26
26 - 50	10527	33	6119	19
0 - 25	3867	12	8275	26

STANINE SUMMARY

	NATIONAL N	NATIONAL %	STATE N	STATE %
7 - 9	9499	30	9499	30
4 - 6	18799	58	14391	45
1 - 3	3867	12	8275	26

ANALYTIC SCORE SUMMARY BY AREA

SCORES	AREA I N	AREA I %	AREA II N	AREA II %	AREA III N	AREA III %	AREA IV N	AREA IV %	AREA V N	AREA V %	AREA VI N	AREA VI %
4	5511	17	4518	14	4248	13	6050	19	8520	26	8052	25
3	18750	58	16349	51	19905	62	15040	47	15121	47	14675	45
2	7323	23	10604	33	7586	23	9308	29	7413	23	7777	24
1	735	2	848	3	580	2	1921	6	1265	4	1815	6

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THE PSYCHOLOGICAL CORPORATION
HARCOURT BRACE JOVANOVICH, INC.

STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

MASTER LIST OF TEST RESULTS FOR
OKLAHOMA

TEST DATE: 02/92
NORMS: SPRING
GRADE: 10
LEVEL: TASK 2
FORM : K

TYPE OF WRITING: DESCRIPTIVE

HOLISTIC SCORING

The Holistic Raw Score is the sum of two independent raters using a 6-point scoring scale, with 6 being the highest. The score range, therefore, is 2 to 12.

ANALYTIC SCORING

The Analytic scores are six separate scores, one for each of six areas: Ideas and Development; Organization, Unity, and Coherence; Word Choice; Sentences and Paragraphs; Grammar and Usage; and Mechanics. A 4-point scoring scale is used for each area, with 4 being the highest.

ABBREVIATIONS USED:

N, % = NUMBER, PERCENT
NAT'L = NATIONAL
NCE = NORMAL CURVE EQUIVALENT
PR = PERCENTILE RANK
RS = RAW SCORE
S = STANINE
SS = SCALED SCORE

FOOTNOTES:

[1] = Statistics do not include students with non-scorable essays.

NA = Analytic score is not available because the student's essay was not scorable.

NA1 = Not available because no derived scores can be reported for non-scorable essays.

NS1 = Not scorable because the student refused to write or the student's essay had insufficient information, was blank, inappropriate, or a copy of the prompt.

NS2 = Not scorable because the student's essay was off-topic or off-task.

NS3 = Not scorable because the student's essay was written in a foreign language.

NS4 = Not scorable because the student's essay was illegible or incomprehensible.

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APPENDIX C

LIST OF AVERAGES--DISTRICT LEVEL RESULTS:

Grade 7--1992

GRADE 7

NOTE: **Appendix C of this report offers district level test results. Deleted from these reports were scores from school districts in which five or fewer students were tested at any given grade level. This was done to protect the privacy of individual students in those districts.**

STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/92
NORMS: SPRING

GRADE: 7
LEVEL: ADVANCED 1
FORM : K

WRITING TYPE: DESCRIPTIVE

LIST OF AVERAGES
FOR
OKLAHOMA

District Listing is Alphabetical.

DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES: MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	ANALYTIC SCORES BY AREA: I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
STATE SUMMARY	38372[1]	7.1	624.4	63-6	57.0	50-5	50.1	5	29	52	14	8	40	42	10	3	38	49	10	8	34	44	15	4	22	50	24	7	25	49	19
ACHILLE	35	7.1	624.5	63-6	57.2	51-5	50.7	3	57	23	17	9	51	34	6	3	46	34	17	11	40	40	9	6	20	66	9	17	46	34	3
ADA	153[1]	8.1	635.4	79-7	66.7	72-6	62.0	1	8	64	27	1	19	61	19	0	30	61	9	3	19	41	37	1	12	45	42	2	19	45	34
ADAIR	55	7.9	633.4	76-6	65.0	68-6	59.7	0	22	73	5	4	56	36	4	0	56	42	2	4	29	49	18	0	20	53	27	0	24	49	27
AFTON	27	6.6	618.9	54-5	52.3	39-4	44.3	4	26	59	11	15	41	37	7	4	15	67	15	4	48	37	11	0	33	56	11	0	33	52	15
AGRA	13	7.7	630.6	73-6	62.6	63-6	56.8	8	23	54	15	23	38	23	15	8	62	31	0	0	62	31	8	0	54	38	8	23	38	38	0
ALBION	3																														
ALEX	29	6.7	620.0	56-5	53.2	41-5	45.3	17	21	59	3	21	17	62	0	7	34	59	0	10	41	28	21	7	7	48	38	28	7	31	34
ALINE-CLEO	13	5.5	606.9	35-4	42.0	19-3	31.7	8	46	38	8	0	77	23	0	0	62	38	0	8	31	62	0	0	8	92	0	0	23	69	8
ALLEN	29	7.8	631.3	74-6	63.2	63-6	57.2	0	21	66	14	7	38	52	3	0	24	76	0	0	31	66	3	0	0	59	41	0	21	45	34
ALLEN-BOWDEN	49	7.6	629.7	71-6	61.7	61-6	55.6	0	12	71	16	8	43	35	14	0	20	71	8	0	14	71	14	2	8	57	33	2	6	71	20
ALLUWE	4																														
ALTUS	306[1]	6.9	622.0	59-5	54.8	45-5	47.5	4	28	56	12	8	39	43	10	4	38	50	8	6	34	41	18	3	22	47	29	6	21	48	26
ALVA	54	6.7	619.5	55-5	52.7	41-5	45.0	7	41	52	0	4	52	43	2	2	33	65	0	6	26	48	20	6	9	56	30	2	15	67	17
AMBER-POCASSET	22	7.3	626.5	67-6	59.0	54-5	52.3	5	23	59	14	18	55	27	0	0	18	50	32	5	41	45	9	0	9	73	18	0	41	41	18
AMES	16	8.3	637.4	81-7	68.5	75-6	64.3	0	0	88	13	0	0	100	0	0	0	100	0	0	31	56	13	0	6	69	25	0	13	63	25
ANADARKO	131[1]	6.5	617.1	51-5	50.6	36-4	42.4	2	27	66	6	7	39	50	4	2	38	54	5	8	40	44	9	4	23	52	21	9	18	52	21

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
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PROCESS NO. 19215975-9200-00156-2

STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/92
NORMS: SPRING

GRADE: 7
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LIST OF AVERAGES
FOR
OKLAHOMA

District Listing is Alphabetical.

PAGE 2

DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
ANTLERS	67	7.4	627.4	68-6	59.7	56-5	53.2	0	19	52	28	4	42	36	18	0	28	52	19	4	31	40	24	0	22	43	34	9	15	49	27
ARAPAHO	18	7.8	631.6	74-6	63.2	64-6	57.6	0	17	61	22	0	6	83	11	0	6	78	17	0	6	67	28	0	11	50	39	0	0	56	44
ARDMORE	200[1]	7.3	626.4	66-6	58.7	54-5	52.1	3	29	53	16	12	41	38	10	3	40	43	14	8	39	37	17	4	23	45	29	3	31	43	24
ARKOMA	39	7.9	632.6	75-6	64.3	66-6	58.7	3	33	64	0	3	54	44	0	3	62	33	3	10	46	44	0	3	41	51	5	5	33	62	0
ARNETT	18	8.7	641.9	86-7	72.6	82-7	69.2	0	6	39	56	11	22	39	28	0	0	22	78	0	0	56	44	0	22	39	39	0	6	44	50
ASHER	12	6.1	612.9	44-5	46.7	28-4	37.7	0	58	42	0	0	92	8	0	0	42	58	0	0	42	58	0	0	50	50	0	0	50	50	0
ATOKA	49	6.2	614.5	47-5	48.3	31-4	39.6	6	33	49	12	16	43	33	8	2	69	29	0	8	29	55	8	4	12	61	22	4	31	57	8
AVANT	6	7.0	623.0	61-6	55.8	48-5	48.8	0	50	50	0	0	50	50	0	0	33	67	0	33	50	17	0	0	50	50	0	0	33	67	0
BALKO	12	6.3	614.8	48-5	48.7	32-4	39.9	17	25	33	25	17	25	33	25	25	8	33	33	8	17	50	25	8	25	33	33	33	17	42	8
BANNER	8	8.5	639.5	84-7	70.5	78-7	66.4	0	38	50	13	0	50	50	0	0	50	50	0	0	25	75	0	0	38	63	0	0	13	88	0
BARNSDALL	38	7.8	631.7	74-6	63.5	64-6	57.6	8	11	53	29	16	42	34	8	3	34	55	8	3	29	50	18	3	11	55	32	3	21	53	24
BARTLESVILLE	481[1]	7.3	626.0	66-6	58.4	53-5	51.8	7	30	51	12	11	33	45	12	6	35	47	13	6	32	46	16	4	19	47	31	7	18	51	23
BATTIEST	27	7.4	627.9	68-6	60.1	57-5	53.8	7	19	41	33	4	33	33	30	0	44	30	26	4	19	56	22	0	22	37	41	15	26	37	22
BEARDEN	6	7.7	630.3	72-6	62.3	62-6	56.2	0	17	67	17	0	33	67	0	0	33	17	50	0	33	33	33	0	50	33	17	0	50	33	17
BEAVER	31[1]	7.7	630.7	73-6	62.6	63-6	56.9	0	32	42	26	0	42	52	6	0	23	61	16	13	32	42	13	0	42	32	26	10	29	42	19
BEGGS	60[1]	7.2	624.9	64-6	57.4	51-5	50.3	0	17	68	15	0	35	53	12	0	55	32	13	3	33	50	13	0	15	72	13	0	35	55	10

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
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COPY 2 PROCESS NO. 19215975-9200-00157-2

STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/92
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LIST OF AVERAGES
FOR
OKLAHOMA

District Listing is Alphabetical.

DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	ANALYTIC SCORES BY AREA I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
BOISE CITY	34	7.6	630.1	72-6	62.0	62-6	56.2	9	35	41	15	15	35	47	3	3	41	41	15	0	21	68	12	0	3	71	26	0	26	53	21
BOKOSHE	12[1]	6.7	620.0	56-5	53.1	40-5	44.9	0	25	58	17	8	25	58	8	8	8	75	8	8	42	42	8	8	0	83	8	8	0	75	17
BOLEY	6	5.3	604.7	31-4	39.8	17-3	29.6	0	67	33	0	50	33	17	0	17	83	0	0	33	67	0	0	50	50	0	0	67	33	0	0
BOONE-APACHE	40[1]	6.6	618.8	54-5	52.0	39-4	43.9	5	28	62	5	0	62	36	3	3	41	54	3	0	36	59	5	0	33	59	8	3	26	59	13
BOSWELL	36	6.7	619.3	55-5	52.6	41-5	45.2	19	25	39	17	6	50	31	14	22	39	28	11	8	50	36	6	8	42	31	19	11	31	44	14
BOWLEGS	17	8.6	640.5	84-7	71.0	79-7	66.9	0	6	47	47	0	29	41	29	0	6	71	24	0	24	71	6	0	29	47	24	0	29	53	18
BOWRING	4																														
BOYNTON	12	7.2	624.8	63-6	57.2	51-5	50.3	0	8	75	17	0	25	67	8	0	8	83	8	17	33	50	0	8	25	42	25	8	33	42	17
BRAGGS	19	6.2	614.3	46-5	48.1	31-4	39.3	0	42	58	0	11	26	42	21	0	47	47	5	5	11	63	21	5	0	58	37	0	16	37	47
BRAMAN	8	8.0	634.0	77-7	65.3	70-6	60.9	0	25	50	25	0	25	50	25	0	38	25	38	0	38	25	38	0	38	25	38	0	38	38	25
BRAY-DOYLE	25	7.2	624.8	64-6	57.4	51-5	50.4	4	20	60	16	4	40	44	12	4	28	60	8	4	36	44	16	4	20	56	20	0	24	64	12
BRIDGE CREEK	66	7.5	628.3	69-6	60.5	58-5	54.3	6	24	52	18	14	36	45	5	5	39	45	11	11	41	36	12	11	23	47	20	12	30	36	21
BRIGGS	24[1]	7.9	632.5	75-6	64.0	66-6	58.7	0	13	75	13	8	17	67	8	0	8	75	17	8	21	46	25	0	17	54	29	0	8	54	38
BRISTOW	100	7.5	628.9	70-6	60.9	59-5	54.7	1	12	65	22	3	41	51	5	1	21	72	6	8	31	50	11	3	21	47	29	2	24	56	18
BROKEN ARROW	962[1]	7.2	624.7	64-6	57.3	51-5	50.4	4	27	50	19	7	35	46	12	3	36	48	14	8	30	43	19	2	16	52	30	5	23	49	23
BROKEN BOW	110	6.4	616.0	49-5	49.7	34-4	41.3	19	35	40	6	19	42	34	5	17	37	36	9	22	39	33	6	11	25	38	26	11	35	38	15

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
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STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/92
NORMS: SPRING

GRADE: 7
LEVEL: ADVANCED 1
FORM : K

WRITING TYPE: DESCRIPTIVE

LIST OF AVERAGES
FOR
OKLAHOMA

District Listing is Alphabetical.

		HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
								I				II				III				IV				V				VI			
DISTRICT NAME	NUMBER TESTED	MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
BOISE CITY	34	7.6	630.1	72-6	62.0	62-6	56.2	9	35	41	15	15	35	47	3	3	41	41	15	0	21	68	12	0	3	71	26	0	26	53	21
BOKOSHE	12[1]	6.7	620.0	56-5	53.1	40-5	44.9	0	25	58	17	8	25	58	8	8	8	75	8	8	42	42	8	8	0	83	8	8	0	75	17
BOLEY	6	5.3	604.7	31-4	39.8	17-3	29.6	0	67	33	0	50	33	17	0	17	83	0	0	33	67	0	0	50	50	0	0	67	33	0	0
BOONE-APACHE	40[1]	6.6	618.8	54-5	52.0	39-4	43.9	5	28	62	5	0	62	36	3	3	41	54	3	0	36	59	5	0	33	59	8	3	26	59	13
BOSWELL	36	6.7	619.3	55-5	52.6	41-5	45.2	19	25	39	17	6	50	31	14	22	39	28	11	8	50	36	6	8	42	31	19	11	31	44	14
BOWLEGS	17	8.6	640.5	84-7	71.0	79-7	66.9	0	6	47	47	0	29	41	29	0	6	71	24	0	24	71	6	0	29	47	24	0	29	53	18
BOWRING	4																														
BOYNTON	12	7.2	624.8	63-6	57.2	51-5	50.3	0	8	75	17	0	25	67	8	0	8	83	8	17	33	50	0	8	25	42	25	8	33	42	17
BRAGGS	19	6.2	614.3	46-5	48.1	31-4	39.3	0	42	58	0	11	26	42	21	0	47	47	5	5	11	63	21	5	0	58	37	0	16	37	47
BRAMAN	8	8.0	634.0	77-7	65.3	70-6	60.9	0	25	50	25	0	25	50	25	0	38	25	38	0	38	25	38	0	[illegible]	25	38	0	38	38	25
BRAY-DOYLE	25	7.2	624.8	64-6	57.4	51-5	50.4	4	20	60	16	4	40	44	12	4	28	60	8	4	36	44	16	4	20	56	20	0	24	64	12
BRIDGE CREEK	66	7.5	628.3	69-6	60.5	58-5	54.3	6	24	52	18	14	36	45	5	5	39	45	11	11	41	36	12	11	23	47	20	12	30	36	21
BRIGGS	24[1]	7.9	632.5	75-6	64.0	66-6	58.7	0	13	75	13	8	17	67	8	0	8	75	17	8	21	46	25	0	17	54	29	0	8	54	38
BRISTOW	100	7.5	628.9	70-6	60.9	59-5	54.7	1	12	65	22	3	41	51	5	1	21	72	6	8	31	50	11	3	21	47	29	2	24	56	18
BROKEN ARROW	962[1]	7.2	624.7	64-6	57.3	51-5	50.4	4	27	50	19	7	35	46	12	3	36	48	14	8	30	43	19	2	16	52	30	5	23	49	23
BROKEN BOW	110	6.4	616.0	49-5	49.7	34-4	41.3	19	35	40	6	19	42	34	5	17	37	36	9	22	39	33	6	11	25	38	26	11	35	38	15

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
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STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/92
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LIST OF AVERAGES
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OKLAHOMA

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DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	ANALYTIC SCORES BY AREA I 1	I 2	I 3	I 4	II 1	II 2	II 3	II 4	III 1	III 2	III 3	III 4	IV 1	IV 2	IV 3	IV 4	V 1	V 2	V 3	V 4	VI 1	VI 2	VI 3	VI 4
BRUSHY	15	8.5	639.1	83-7	69.7	77-7	65.6	0	7	47	47	7	0	87	7	0	7	87	7	0	27	53	20	0	27	47	27	0	13	33	53
BUFFALO	23	7.4	627.3	67-6	59.5	56-5	53.1	0	22	65	13	0	35	61	4	0	30	39	30	4	43	43	9	0	9	43	48	4	35	52	9
BUFFALO VALLEY	17	7.4	626.9	67-6	59.2	55-5	52.5	0	71	29	0	24	53	24	0	12	65	24	0	12	59	18	12	6	71	18	6	6	53	29	12
BURBANK	3																														
BURLINGTON	12	7.7	630.3	72-6	62.2	61-6	56.1	0	17	67	17	8	42	50	0	0	0	75	25	0	33	42	25	0	0	42	58	0	0	50	50
BURNS FLAT	29	8.1	635.1	79-7	66.6	71-6	61.4	0	0	76	24	0	3	79	17	0	24	76	0	0	3	69	28	0	7	48	45	0	3	45	52
BUTLER	17	6.6	619.1	55-5	52.4	40-5	44.5	0	47	29	24	24	53	18	6	0	53	41	6	18	29	29	24	0	24	35	41	0	35	29	35
BUTNER	16	5.6	607.9	36-4	42.3	20-3	32.6	13	63	25	0	19	31	50	0	0	50	50	0	13	56	31	0	6	25	44	25	19	13	56	13
BYARS	2																														
BYNG	105	7.6	629.5	71-6	61.4	60-6	55.3	1	24	65	10	5	36	56	3	1	36	54	9	8	34	47	11	3	21	61	15	5	28	58	10
CACHE	65	6.8	621.1	58-5	54.2	44-5	46.7	3	38	51	8	5	51	40	5	5	66	26	3	8	42	45	6	3	37	46	14	5	40	40	15
CADDO	28	8.6	640.3	84-7	71.1	79-7	67.3	4	36	50	11	0	36	57	7	0	43	43	14	0	21	68	11	4	7	50	39	0	7	86	7
CALERA	37	7.4	627.2	67-6	59.5	55-5	52.8	0	30	54	16	0	70	27	3	3	32	57	8	3	49	46	3	3	27	68	3	3	24	70	3
CALUMET	16	8.3	636.8	80-7	67.6	73-6	63.0	6	31	44	19	19	25	31	25	0	50	38	13	0	31	25	44	0	6	50	44	13	19	56	13
CALVIN	6	8.3	637.7	82-7	69.0	75-6	64.2	0	0	67	33	0	33	33	33	0	17	67	17	0	0	100	0	0	0	83	17	0	17	67	17
CAMERON	24	8.2	635.8	79-7	67.0	72-6	62.0	4	21	46	29	4	25	54	17	4	38	50	8	0	29	33	38	0	21	58	21	0	25	54	21

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DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
CANADIAN	11	6.2	614.0	46-5	47.7	29-4	38.5	0	9	91	0	0	73	27	0	0	9	91	0	9	18	64	9	0	9	91	0	0	18	82	0
CANEY	17	6.8	620.4	56-5	53.4	42-5	45.5	0	24	65	12	0	29	65	6	0	12	88	0	0	29	65	6	0	6	59	35	0	12	53	35
CANEY VALLEY	56	6.5	617.5	52-5	50.9	36-4	42.6	2	32	54	13	5	32	57	5	2	23	66	9	2	30	50	18	2	20	43	36	4	23	45	29
CANTON	32	5.8	609.3	38-4	43.7	22-3	33.8	16	53	28	3	19	59	19	3	6	38	41	16	3	38	50	9	3	25	44	28	19	25	38	19
CANUTE	18	5.9	610.8	41-5	45.0	25-4	35.7	11	44	44	0	11	44	44	0	11	39	44	6	0	50	44	6	0	39	56	6	11	50	39	0
CARMEN-DACOMA	11	6.6	619.0	54-5	52.1	39-4	43.9	0	82	18	0	0	45	55	0	0	100	0	0	0	91	9	0	0	36	64	0	0	18	82	0
CARNEGIE	45	7.1	624.0	62-6	56.6	49-5	49.7	2	16	76	7	2	44	42	11	2	51	38	9	9	22	62	7	2	27	53	18	9	33	49	9
CARNEY	11	6.2	614.0	46-5	47.7	30-4	38.9	0	18	82	0	0	45	55	0	0	45	55	0	0	18	73	9	0	18	64	18	0	0	91	9
CARTER	10	6.7	619.7	56-5	53.0	41-5	45.0	0	70	30	0	0	40	60	0	0	10	80	10	0	80	20	0	0	70	30	0	0	50	50	0
CASHION	24	8.0	634.0	77-7	65.5	69-6	60.3	0	13	71	17	0	42	50	8	0	58	38	4	0	29	54	17	0	13	42	46	0	8	50	42
CATOOSA	129[1]	6.9	621.4	58-5	54.4	44-5	46.9	5	43	46	6	16	49	31	4	1	53	36	9	9	45	40	7	4	40	47	10	6	29	50	16
CAVE SPRINGS	6	6.7	619.3	54-5	52.3	39-4	44.2	0	17	83	0	0	33	67	0	0	33	67	0	0	0	33	67	0	0	67	33	0	33	50	17
CEMENT	25[1]	6.5	618.0	52-5	51.2	37-4	43.0	4	84	12	0	8	60	32	0	8	72	20	0	12	48	36	4	0	48	44	8	4	60	36	0
CENTRAL	21	8.1	635.0	78-7	66.4	71-6	61.5	0	14	52	33	29	24	24	24	0	29	38	33	5	24	57	14	10	19	52	19	10	43	24	24
CENTRAL HIGH	20	6.2	613.7	45-5	47.3	29-4	38.4	0	80	20	0	0	70	25	5	0	70	25	5	0	60	35	5	0	50	45	5	0	60	35	5
CHANDLER	67	6.1	613.0	44-5	46.9	28-4	38.0	4	46	43	6	10	54	33	3	0	39	61	0	0	33	64	3	0	16	55	28	0	31	51	18

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

COPY 2 PROCESS NO. 19215975-9200-00161-2

STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/92
NORMS: SPRING

GRADE: 7
LEVEL: ADVANCED 1
FORM : K

WRITING TYPE: DESCRIPTIVE

LIST OF AVERAGES
FOR
OKLAHOMA

District Listing is Alphabetical.

DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
								I				II				III				IV				V				VI			
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
CHATTANOOGA	13	8.2	635.7	79-7	67.0	72-6	62.2	0	15	62	23	0	23	69	8	0	15	62	23	0	38	46	15	0	15	77	8	0	31	62	8
CHECOTAH	88	6.9	621.6	59-5	54.5	45-5	47.1	3	22	61	14	7	34	53	6	2	33	56	9	6	40	45	9	2	15	57	26	8	26	55	11
CHELSEA	62	7.0	623.2	61-6	55.9	48-5	48.8	8	26	60	6	10	39	47	5	3	39	53	5	5	32	42	21	0	19	58	23	6	19	65	10
CHEROKEE	32	7.1	624.4	63-6	56.9	49-5	49.7	0	34	50	16	3	34	47	16	0	31	63	6	6	38	41	16	0	9	69	22	13	34	41	13
CHEYENNE	21	8.0	634.5	78-7	66.1	70-6	61.3	5	38	52	5	19	48	33	0	5	43	48	5	10	33	48	10	14	24	52	10	5	33	48	14
CHICKASHA	195	6.2	614.2	47-5	48.2	31-4	39.6	7	40	46	7	12	47	34	7	6	53	34	8	10	37	41	12	7	26	50	17	12	34	37	16
CHISHOLM	65	7.8	631.6	74-6	63.4	64-6	57.7	3	17	71	9	5	38	49	8	3	62	28	8	3	18	60	18	0	20	48	32	0	28	52	20
CHOCTAW/NICOMA PARK	292[1]	7.8	631.5	74-6	63.2	65-6	57.9	5	28	49	18	7	39	39	15	3	36	46	14	9	33	43	14	6	25	43	25	12	22	50	16
CHOUTEAU-MAZIE	37	8.4	638.5	82-7	69.6	77-7	65.4	0	8	43	49	0	22	59	19	0	22	54	24	0	8	65	27	3	5	57	35	3	22	46	30
CHRISTIE	6	9.2	646.8	90-8	77.0	88-7	75.0	0	0	67	33	0	0	83	17	0	0	67	33	17	33	33	17	17	0	50	33	17	0	67	17
CLAREMORE	203	8.1	634.8	78-7	66.1	70-6	61.1	1	21	61	17	3	43	46	7	0	31	58	11	8	36	46	9	2	24	58	15	4	22	61	13
CLAYTON	19	7.2	624.7	63-6	57.2	51-5	50.5	0	16	63	21	5	53	37	5	5	26	63	5	11	42	42	5	5	26	53	16	11	42	42	5
CLEORA	11	7.8	632.0	74-6	63.8	65-6	58.3	0	18	45	36	9	18	36	36	0	9	55	36	27	0	36	36	0	27	55	18	0	27	45	27
CLEVELAND	97[1]	6.9	621.7	59-5	54.7	45-5	47.4	5	27	52	16	8	39	49	4	6	50	41	3	13	32	50	5	6	34	49	10	8	32	53	6
CLINTON	124	7.7	631.1	73-6	62.8	63-6	57.2	1	20	50	29	4	44	40	11	0	31	56	13	0	28	53	19	1	19	52	27	3	19	51	27
COALGATE	55	6.3	615.0	47-5	48.6	31-4	39.8	7	15	64	15	7	22	60	11	7	45	44	4	5	27	47	20	7	25	44	24	7	31	40	22

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

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COPY 2 PROCESS NO. 19215975-9200-00162-2

STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/92
NORMS: SPRING

GRADE: 7
LEVEL: ADVANCED 1
FORM : K

WRITING TYPE: DESCRIPTIVE

LIST OF AVERAGES
FOR
OKLAHOMA

District Listing is Alphabetical.

		HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
								I				II				III				IV				V				VI			
DISTRICT NAME	NUMBER TESTED	MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
COLBERT	57	6.2	613.7	46-5	47.7	30-4	39.1	16	74	11	0	28	61	11	0	7	70	23	0	19	54	19	7	14	40	30	16	11	46	40	4
COLCORD	21	6.1	613.0	44-5	46.9	28-4	37.9	5	48	48	0	5	48	43	5	0	67	33	0	14	33	38	14	10	24	38	29	10	43	43	5
COLEMAN	14	8.0	634.0	77-7	65.3	69-6	60.3	0	29	43	29	7	43	36	14	0	43	29	29	0	36	50	14	0	21	50	29	7	43	43	7
COLLINSVILLE	106	6.3	615.8	49-5	49.5	34-4	41.0	10	38	44	8	26	49	22	3	11	33	41	15	9	43	41	7	4	28	46	22	12	42	31	14
COMANCHE	72[1]	6.6	618.3	53-5	51.6	38-4	43.6	3	34	59	4	3	56	37	4	3	38	54	6	6	23	52	20	0	17	56	27	3	23	54	21
COMMERCE	43	6.8	620.7	57-5	53.6	43-5	46.0	5	53	42	0	5	58	37	0	2	58	40	0	2	49	49	0	2	37	58	2	7	47	47	0
COPAN	29	6.6	618.8	54-5	52.0	39-4	43.9	14	41	41	3	14	45	38	3	21	52	24	3	10	48	28	14	3	34	48	14	21	28	28	24
CORDELL	35	7.7	630.2	72-6	62.1	61-6	56.1	0	14	66	20	0	26	51	23	0	11	60	29	9	20	54	17	3	14	54	29	3	17	49	31
COTTONWOOD	5																														
COVINGTON-DOUGLAS	23	8.0	633.5	76-6	64.9	68-6	59.9	0	22	52	26	0	48	43	9	0	30	65	4	4	26	52	17	0	13	65	22	4	13	65	17
COWETA	147[1]	6.0	611.5	42-5	45.8	26-4	36.6	9	49	33	9	13	51	31	5	8	44	37	11	8	39	38	14	5	30	47	17	8	34	49	9
COYLE	16	7.6	629.2	70-6	61.0	59-5	54.9	6	38	50	6	6	81	13	0	0	19	81	0	0	38	63	0	0	6	94	0	13	25	63	0
CRANFORD	3																														
CRESCENT	39	6.5	617.4	52-5	50.8	36-4	42.4	5	23	56	15	8	44	41	8	5	18	59	18	5	31	56	8	5	8	49	38	5	5	64	26
CROOKED OAK	51[1]	5.7	608.7	37-4	43.2	22-3	33.6	10	58	28	4	14	62	20	4	8	56	30	6	6	62	24	8	4	54	30	12	8	46	38	8
CROWDER	27	7.4	627.0	67-6	59.4	56-5	53.3	11	11	52	26	11	19	52	19	0	41	59	0	7	33	37	22	4	52	22	22	41	22	30	7

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

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COPY 2 PROCESS NO. 19215975-9200-00163-2

STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

GRADE: 7
TEST DATE: 02/92 LEVEL: ADVANCED 1 WRITING TYPE: DESCRIPTIVE
NORMS: SPRING FORM : K

LIST OF AVERAGES
FOR
OKLAHOMA

District Listing is Alphabetical.

DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	ANALYTIC SCORES BY AREA I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
CRUTCHO	20	6.5	617.5	52-5	51.0	36-4	42.6	0	15	70	15	0	65	30	5	5	40	50	5	0	50	50	9	0	40	55	5	5	35	55	5
CUSHING	134[1]	6.7	619.4	55-5	52.6	40-5	44.7	6	41	46	8	14	51	29	5	5	39	53	2	9	34	44	13	5	26	54	16	8	32	50	11
CUSTER CITY	12	6.7	619.3	55-5	52.7	40-5	44.9	0	83	17	0	17	58	25	0	0	67	33	0	0	83	17	0	8	8	83	0	8	17	75	0
CYRIL	27	7.8	631.6	74-6	63.3	64-6	57.7	0	19	74	7	4	30	59	7	0	59	33	7	4	19	41	37	0	15	33	52	0	11	67	22
DAHLONEGAH	11	6.6	619.0	54-5	52.1	39-4	44.2	0	36	55	9	9	64	27	0	0	55	45	0	0	27	73	0	0	18	36	45	0	0	82	18
DALE	35[1]	7.5	628.8	70-6	61.0	59-5	55.0	3	14	63	20	3	17	63	17	0	34	63	3	11	17	63	9	0	17	40	43	3	14	57	26
DARLINGTON	8	9.9	654.6	94-8	82.7	94-8	82.8	0	13	50	38	0	13	63	25	0	13	75	13	0	0	63	38	0	0	63	38	0	25	13	63
DAVENPORT	26	6.1	613.3	45-5	47.3	29-4	38.4	4	46	42	8	12	46	38	4	8	50	38	4	15	23	46	15	4	8	62	27	19	27	27	27
DAVIDSON	10	6.4	616.4	50-5	50.2	34-4	41.5	10	20	70	0	30	30	40	0	0	30	50	20	30	40	20	10	0	0	40	60	0	20	40	40
DAVIS	64	7.1	623.9	62-6	56.4	49-5	49.3	6	41	47	6	8	58	27	8	3	55	34	8	8	38	41	14	3	27	42	28	5	33	41	22
DEER CREEK	78	7.9	632.4	75-6	64.1	66-6	58.6	0	8	65	27	1	10	60	28	0	8	79	13	0	8	62	31	0	3	50	47	0	8	54	38
DEER CREEK-LAMONT	10	7.5	628.5	69-6	60.6	59-5	54.5	0	10	80	10	0	50	30	20	0	70	30	0	0	20	50	30	0	20	30	50	0	10	10	80
DELAWARE	14	6.6	619.1	54-5	52.2	39-4	44.3	0	43	43	14	29	21	36	14	14	36	36	14	14	43	21	21	14	14	43	29	21	14	43	21
DENISON	20	7.0	622.5	60-6	55.2	46-5	47.7	5	25	70	0	5	40	55	0	0	45	45	10	10	5	75	10	0	0	85	15	0	25	50	25
DEPEW	17	7.8	631.4	73-6	63.1	64-6	57.7	6	6	76	12	0	29	59	12	6	18	53	24	24	29	41	6	12	18	65	6	12	6	65	18
DEWAR	21	8.2	636.1	80-7	67.4	73-6	62.8	0	19	57	24	0	14	67	19	0	52	38	10	0	5	52	43	0	0	57	43	0	19	67	14

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

COPY 2 PROCESS NO. 19215975-9200-00164-2

STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/92
NORMS: SPRING

GRADE: 7
LEVEL: ADVANCED 1
FORM : K

WRITING TYPE: DESCRIPTIVE

LIST OF AVERAGES
FOR
OKLAHOMA

District Listing is Alphabetical.

		HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
								I				II				III				IV				V				VI			
DISTRICT NAME	NUMBER TESTED	MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
DEWEY	88[1]	6.5	617.8	53-5	51.3	37-4	43.2	9	40	45	6	11	49	37	2	3	54	34	8	13	49	37	1	6	30	48	16	14	21	54	11
DIBBLE	34[1]	7.1	624.3	63-6	57.0	50-5	50.1	6	44	47	3	15	50	32	3	0	76	24	0	9	56	32	3	3	26	71	0	9	41	47	3
DICKSON	86[1]	6.0	612.1	43-5	46.3	27-4	37.2	7	35	42	16	12	41	37	10	2	49	38	10	14	34	43	9	6	22	47	26	9	26	50	15
DILL CITY	12	6.9	622.1	59-5	54.9	45-5	47.5	0	33	67	0	25	42	33	0	0	58	42	0	17	42	42	0	0	42	50	8	25	8	58	8
DOVER	17[1]	5.6	607.8	37-4	43.0	22-3	33.4	0	59	41	0	0	47	53	0	0	71	29	0	0	71	29	0	0	35	59	6	0	41	53	6
DRUMMOND	27	8.0	633.6	76-6	65.0	69-6	60.3	4	7	56	33	4	33	48	15	4	22	56	19	0	33	48	19	0	33	44	22	4	22	59	15
DRUMRIGHT	33	6.7	620.0	56-5	53.2	41-5	45.3	6	45	42	6	9	45	42	3	9	52	36	3	18	39	36	6	12	30	27	30	9	33	36	21
DUKE	12	8.3	636.8	80-7	67.9	74-6	63.2	0	17	58	25	0	42	58	0	0	17	83	0	0	8	67	25	0	0	50	50	0	0	25	75
DUNCAN	306[1]	6.8	621.2	58-5	54.1	44-5	46.6	5	41	49	5	8	51	37	5	2	40	53	5	6	40	46	8	2	19	53	27	6	28	46	19
DURANT	157	6.8	621.1	58-5	54.1	43-5	46.5	3	20	64	13	4	39	49	8	3	33	48	15	8	22	52	18	3	13	46	38	4	17	52	27
DUSTIN	8	7.3	625.8	65-6	58.0	52-5	51.0	0	0	50	50	0	0	100	0	0	0	38	63	0	25	25	50	0	25	25	50	0	13	38	50
EAGLETOWN	18	6.1	612.6	44-5	46.7	28-4	37.8	6	28	44	22	0	61	17	22	0	72	11	17	11	61	17	11	0	39	44	17	50	28	22	0
EAKLY	11	6.5	618.0	53-5	51.3	37-4	43.2	0	64	36	0	0	18	73	9	0	45	45	9	0	27	64	9	9	9	9	73	27	0	36	36
EARLSBORO	20	6.9	621.4	58-5	54.1	43-5	46.5	10	35	50	5	15	35	40	10	5	50	40	5	20	20	55	5	5	5	60	30	0	25	65	10
EDMOND	956[1]	7.7	630.2	72-6	62.0	62-6	56.2	2	24	55	19	3	35	51	11	1	33	53	12	3	32	44	21	1	19	51	28	5	26	48	21
EL RENO	166[1]	6.3	615.0	48-5	48.8	32-4	40.4	7	39	42	13	11	50	28	10	4	45	46	5	12	39	35	14	4	28	52	16	9	37	42	13

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
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COPY 2 PROCESS NO. 19215975-9200-00165-2

STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/92
NORMS: SPRING

GRADE: 7
LEVEL: ADVANCED 1
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LIST OF AVERAGES
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OKLAHOMA

District Listing is Alphabetical.

		HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
								I				II				III				IV				V				VI			
DISTRICT NAME	NUMBER TESTED	MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
ELDORADO	4																														
ELGIN	78	6.1	612.7	44-5	46.8	28-4	37.8	5	45	45	5	14	46	35	5	6	38	41	14	13	45	29	13	9	35	46	10	12	35	41	13
ELK CITY	152	7.5	628.7	70-6	60.8	59-5	54.7	3	29	58	10	8	39	45	7	1	41	51	7	5	24	51	20	3	20	49	28	9	20	46	25
ELMORE CITY	32	6.0	612.3	43-5	46.3	27-4	37.3	9	41	50	0	3	38	56	3	0	19	81	0	0	47	50	3	0	19	56	25	6	19	56	19
EMPIRE	28	8.6	640.3	84-7	70.8	79-7	67.3	4	11	46	39	4	21	43	32	0	29	39	32	0	29	50	21	4	14	50	32	4	11	54	32
ENID	469[1]	6.9	621.6	59-5	54.6	45-5	47.3	5	33	52	10	10	43	39	7	5	42	46	7	8	36	44	13	3	22	47	28	7	30	48	16
ERICK	20	8.3	636.8	81-7	68.1	74-6	63.3	0	25	60	15	0	35	45	20	0	45	45	10	10	50	40	0	15	40	40	5	5	30	55	10
EUFAULA	56	6.7	619.3	55-5	52.4	40-5	44.6	18	50	29	4	27	48	25	0	7	61	25	7	21	41	36	2	14	36	36	14	13	32	43	13
FAIRLAND	26	8.1	635.3	79-7	66.6	71-6	61.9	0	12	69	19	0	46	42	12	0	35	58	8	0	31	54	15	0	19	58	23	0	23	50	27
FAIRVIEW	54[1]	8.0	634.4	78-7	65.9	70-6	60.8	0	15	67	19	2	33	59	6	0	41	46	13	2	44	52	2	0	11	74	15	0	11	65	24
FANSHAWE	6	7.7	630.3	72-6	62.2	61-6	55.9	0	0	100	0	0	0	100	0	0	17	83	0	0	17	67	17	0	33	67	0	0	33	67	0
FARGO	17	8.0	634.0	77-7	65.6	69-6	60.2	12	41	47	0	6	47	47	0	0	53	41	6	0	76	24	0	0	12	88	0	0	29	65	6
FARRIS	11	6.9	622.0	59-5	54.8	45-5	47.2	0	27	73	0	0	9	82	9	0	18	73	9	0	27	64	9	0	0	45	55	0	36	45	18
FAXON	10	8.2	636.2	79-7	67.2	73-6	62.9	0	10	40	50	0	0	50	50	0	10	60	30	0	10	40	50	0	0	50	50	0	40	50	10
FELT	8	6.1	613.4	45-5	47.3	29-4	38.6	13	50	38	0	13	63	25	0	13	50	38	0	0	75	25	0	0	63	38	0	0	63	38	0
FLETCHER	27	6.0	612.3	44-5	46.8	29-4	38.2	4	56	37	4	22	44	30	4	0	37	63	0	7	56	33	4	0	22	56	22	4	44	44	7

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

COPY 2 PROCESS NO. 19215975-9200-00166-2

STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/92
NORMS: SPRING

GRADE: 7
LEVEL: ADVANCED 1
FORM : K

WRITING TYPE: DESCRIPTIVE

LIST OF AVERAGES
FOR
OKLAHOMA

District Listing is Alphabetical.

		HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
DISTRICT NAME	NUMBER TESTED	MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
FLOWER MOUND	7	7.9	632.4	75-6	64.2	66-6	58.7	0	14	71	14	0	14	71	14	0	0	86	14	0	29	57	14	0	29	14	57	0	29	57	14
FOREST GROVE	9	6.3	615.7	49-5	49.5	32-4	40.4	0	78	22	0	0	67	33	0	0	89	11	0	0	67	22	11	0	56	44	0	0	89	11	0
FORGAN	19	6.2	614.3	46-5	48.0	30-4	39.1	21	53	21	5	37	42	21	0	5	89	5	0	21	53	26	0	0	37	53	11	11	26	53	11
FORT COBB - BROXTON	31	8.3	637.5	81-7	68.4	76-6	64.6	0	0	52	48	0	23	52	26	0	6	58	35	6	23	29	42	0	10	45	45	0	29	55	16
FORT SUPPLY	9	7.8	631.6	74-6	63.5	65-6	58.1	0	11	89	0	0	67	33	0	0	44	44	11	11	33	44	11	0	56	22	22	56	33	0	11
FOX	25	7.5	628.7	70-6	60.8	58-5	54.4	0	64	36	0	12	60	20	8	4	24	64	8	12	52	32	4	4	48	44	4	12	16	48	24
FOYIL	23	6.1	613.4	45-5	47.3	29-4	38.4	4	74	22	0	22	74	4	0	0	61	39	0	0	78	22	0	4	52	43	0	0	26	70	4
FREDERICK	77[1]	7.0	623.3	61-6	56.0	48-5	48.8	4	22	49	25	9	35	42	14	5	44	40	10	14	31	31	23	5	19	42	34	8	34	42	17
FREEDOM	8	8.1	635.4	78-7	66.5	71-6	61.9	0	0	75	25	0	0	100	0	0	0	100	0	0	13	75	13	0	25	38	38	25	13	50	13
FRIEND	12	7.8	632.2	75-6	64.1	66-6	58.6	8	8	67	17	0	17	67	17	0	17	67	17	0	17	58	25	0	8	50	42	0	33	17	50
FRINK-CHAMBERS	27	8.0	633.6	77-7	65.3	68-6	60.0	0	19	59	22	0	41	56	4	0	41	56	4	0	33	48	19	0	11	56	33	0	19	63	19
FRONTIER	21	8.4	638.2	82-7	68.9	75-6	64.3	5	14	38	43	5	10	71	14	0	24	52	24	0	14	38	48	0	5	43	52	5	10	57	29
FT GIBSON	113	7.9	632.7	75-6	64.3	66-6	58.8	0	21	54	25	7	25	38	30	0	30	56	14	7	17	49	27	1	22	50	27	4	23	54	19
FT TOWSON	38	8.0	634.0	77-7	65.5	69-6	60.7	8	18	55	18	21	16	55	8	3	39	26	32	11	37	39	13	3	50	24	24	3	50	29	18
GAGE	13	8.5	639.1	83-7	70.0	78-7	66.1	0	15	54	31	8	31	62	0	0	15	69	15	8	0	54	38	0	8	15	77	0	8	54	38
GANS	23	6.3	615.3	48-5	48.9	32-4	40.0	4	39	52	4	9	61	26	4	4	35	61	0	4	52	39	4	4	35	57	4	4	30	61	4

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/92
NORMS: SPRING

GRADE: 7
LEVEL: ADVANCED 1
FORM : K

WRITING TYPE: DESCRIPTIVE

LIST OF AVERAGES
FOR
OKLAHOMA

District Listing is Alphabetical.

		HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
DISTRICT NAME	NUMBER TESTED	MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
GARBER	30	7.3	626.3	66-6	58.9	54-5	52.2	3	10	63	23	10	40	37	13	3	20	57	20	3	37	43	17	0	17	53	30	7	23	33	37
GARRETT	5																														
GATE	4																														
GEARY	30	8.2	635.8	79-7	67.1	72-6	62.5	3	13	73	10	3	13	77	7	0	30	67	3	0	37	47	17	0	3	83	13	3	13	60	23
GERONIMO	22	6.3	615.5	48-5	49.1	33-4	40.6	9	27	55	9	41	41	14	5	9	41	45	5	9	50	32	9	0	27	64	9	9	14	59	18
GLENCOE	26	7.0	622.6	60-6	55.4	46-5	48.1	8	23	62	8	12	35	50	4	4	31	62	4	19	31	23	27	12	23	46	19	15	27	19	38
GLENPOOL	114	5.7	608.5	38-4	43.3	22-3	33.7	16	43	39	2	23	39	37	1	13	49	36	2	7	41	35	17	4	32	45	18	5	28	51	16
GLOVER	9	7.3	626.7	66-6	58.6	55-5	52.4	0	0	78	22	0	0	89	11	0	0	100	0	0	11	67	22	0	0	78	22	0	0	67	33
GOODLAND	5																														
GOODWELL	11	6.5	618.0	53-5	51.5	38-4	43.3	18	18	55	9	9	9	73	9	9	27	55	9	0	9	64	27	0	18	55	27	9	18	45	27
GORE	38	6.6	618.7	54-5	51.9	39-4	43.9	5	26	50	18	11	39	34	16	3	21	58	18	5	29	53	13	0	32	50	18	11	13	55	21
GRACEMONT	9	7.4	627.9	68-6	60.0	57-5	53.6	0	22	78	0	0	0	100	0	0	0	100	0	0	11	78	11	0	22	44	33	0	33	44	22
GRAHAM	6	7.7	630.3	72-6	62.2	62-6	56.3	17	17	33	33	17	17	33	33	17	17	33	33	0	0	0	100	0	0	0	100	0	0	67	33
GRAND VIEW	23	7.7	631.1	73-6	62.9	63-6	57.0	0	17	61	22	0	13	65	22	0	17	83	0	0	30	61	9	0	22	35	43	0	26	61	13
GRANDFIELD	21	7.2	625.6	65-6	58.0	53-5	51.4	5	29	48	19	14	33	38	14	5	24	62	10	5	33	29	33	10	14	43	33	0	24	38	38
GRANDVIEW	5																														

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
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COPY 2 PROCESS NO. 19215975-9200-00168-2

STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/92
NORMS: SPRING

GRADE: 7
LEVEL: ADVANCED 1
FORM : K

WRITING TYPE: DESCRIPTIVE

LIST OF AVERAGES
FOR
OKLAHOMA

District Listing is Alphabetical.

DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE
GRANITE	16	8.4	638.8	82-7	69.4	76-6	64.9
GRANT	11	8.3	637.0	81-7	68.4	74-6	63.6
GREASY	12	7.3	625.8	65-6	58.2	52-5	51.2
GREENVILLE	2						
GROVE	124[1]	6.5	617.5	52-5	51.0	37-4	43.1
GROVE - SHAWNEE	27	7.9	632.8	75-6	64.3	67-6	59.0
GUM SPRINGS	15	7.0	623.0	61-6	55.6	47-5	48.5
GUTHRIE	238	6.5	617.9	52-5	51.2	37-4	43.2
GUYMON	115	6.1	613.5	45-5	47.5	30-4	38.8
GYPSY	8	8.0	634.0	77-7	65.3	69-6	60.2
HAILEYVILLE	29	5.7	608.6	37-4	43.1	22-3	33.4
HAMMON	17	9.0	645.0	88-7	75.2	86-7	72.6
HANNA	10	6.9	621.9	59-5	54.6	44-5	47.0
HARDESTY	9	6.8	620.6	57-5	53.6	42-5	45.8
HARMONY	14	7.9	632.4	75-6	63.9	66-6	58.7
HARRAH	146	7.8	631.8	74-6	63.6	65-6	58.1

DISTRICT NAME	ANALYTIC SCORES BY AREA I 1	I 2	I 3	I 4	II 1	II 2	II 3	II 4	III 1	III 2	III 3	III 4	IV 1	IV 2	IV 3	IV 4	V 1	V 2	V 3	V 4	VI 1	VI 2	VI 3	VI 4
GRANITE	0	13	69	19	0	44	44	13	0	13	88	0	0	25	75	0	0	13	75	13	0	6	88	6
GRANT	0	0	45	55	0	0	73	27	0	0	82	18	0	0	9	91	0	0	36	64	0	9	0	91
GREASY	0	33	50	17	0	33	50	17	0	42	42	17	0	17	67	17	0	8	25	67	0	17	67	17
GREENVILLE																								
GROVE	6	44	38	12	8	47	40	5	5	55	38	2	13	46	35	6	1	23	54	22	8	37	46	9
GROVE - SHAWNEE	4	37	52	7	7	41	48	4	0	15	70	15	0	15	59	26	0	11	63	26	4	11	52	33
GUM SPRINGS	7	33	47	13	13	47	40	0	0	13	80	7	7	20	53	20	7	7	33	53	7	7	20	67
GUTHRIE	2	41	52	5	8	46	41	5	0	38	52	10	8	44	39	9	2	36	51	11	4	29	53	14
GUYMON	11	51	34	3	9	63	24	4	10	55	33	3	6	50	41	3	4	36	50	10	6	37	49	9
GYPSY	0	38	38	25	25	38	38	0	0	50	50	0	13	13	50	25	25	0	38	38	0	13	50	38
HAILEYVILLE	7	52	41	0	10	66	17	7	10	45	45	0	14	55	28	3	10	24	55	10	10	28	59	3
HAMMON	0	0	24	76	0	0	76	24	0	0	94	6	0	6	35	59	0	0	29	71	0	0	24	76
HANNA	0	0	90	10	0	10	90	0	0	0	70	30	0	40	40	20	0	10	60	30	0	10	60	30
HARDESTY	0	33	56	11	0	56	11	33	0	44	56	0	0	33	67	0	0	11	89	0	0	56	33	11
HARMONY	0	7	50	43	0	0	43	57	0	0	21	79	0	0	21	79	0	0	21	79	0	0	29	71
HARRAH	1	11	62	26	1	29	58	12	1	17	65	17	3	29	48	19	1	21	47	31	1	22	43	34

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

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THE PSYCHOLOGICAL CORPORATION
HARCOURT BRACE JOVANOVICH, INC.

STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/92
NORMS: SPRING

GRADE: 7
LEVEL: ADVANCED 1
FORM : K

WRITING TYPE: DESCRIPTIVE

LIST OF AVERAGES
FOR
OKLAHOMA

District Listing is Alphabetical.

DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
HARTSHORNE	58	6.6	618.0	53-5	51.5	38-4	43.8	9	22	62	7	9	43	47	2	5	38	55	2	7	40	47	7	7	28	47	19	5	28	55	12
HASKELL	58	7.0	623.2	61-6	55.9	48-5	48.9	7	28	57	9	9	26	57	9	2	34	62	2	7	19	52	22	3	19	48	29	9	10	48	33
HAWORTH	41	8.4	638.3	82-7	69.1	76-6	64.9	0	24	61	15	7	37	49	7	2	22	66	10	12	22	61	5	5	7	54	34	5	10	61	24
HAYWOOD	13	6.9	622.2	59-5	55.0	46-5	47.6	8	62	23	8	31	54	15	0	8	46	38	8	15	38	46	0	0	38	62	0	15	46	38	0
HEALDTON	53[1]	7.8	631.7	74-6	63.5	64-6	57.8	0	11	57	32	4	26	43	26	0	49	42	9	4	25	45	26	0	15	57	28	0	19	53	28
HEAVENER	72	7.3	625.8	65-6	58.3	53-5	51.5	1	28	54	17	4	47	39	10	1	33	56	10	8	32	44	15	1	24	57	18	4	31	50	15
HELENA-GOLTRY	18[1]	6.5	617.8	52-5	51.1	37-4	42.9	0	39	56	6	0	44	56	0	0	17	83	0	0	17	78	6	0	6	67	28	0	6	67	28
HENNESSEY	59	6.9	622.1	60-6	55.1	46-5	47.7	5	29	47	19	8	47	41	3	2	41	54	3	2	53	34	12	2	20	63	15	3	24	51	22
HENRYETTA	58[1]	7.0	623.4	61-6	56.0	48-5	48.8	4	33	49	14	11	32	47	11	0	30	49	21	16	19	32	33	2	12	58	28	9	25	46	21
HILLDALE	104	6.9	621.7	59-5	54.6	45-5	47.3	6	34	46	14	5	45	38	12	2	38	46	14	3	22	46	29	2	15	46	37	4	19	51	26
HINTON	31	6.7	620.2	56-5	53.3	42-5	45.6	10	32	52	6	13	42	35	10	3	35	42	19	16	48	29	6	6	32	39	23	19	42	29	10
HITCHCOCK	7	9.1	646.6	90-8	76.6	88-7	74.5	0	0	29	71	0	0	57	43	0	0	29	71	0	0	57	43	0	0	43	57	0	0	57	43
HOBART	59	7.2	624.7	63-6	57.2	50-5	50.2	5	34	53	8	10	34	46	10	10	34	49	7	19	29	32	20	10	29	27	34	8	36	41	15
HODGEN	14	7.2	625.4	64-6	57.6	52-5	51.0	0	14	71	14	0	7	86	7	0	0	100	0	7	14	50	29	0	21	43	36	0	14	50	36
HOLDENVILLE	75	7.6	629.6	71-6	61.6	61-6	55.7	5	21	53	20	12	43	36	9	3	32	52	13	11	29	44	16	4	20	56	20	5	21	49	24
HOLLIS	47	6.4	616.2	50-5	49.8	34-4	41.0	6	30	60	4	11	53	32	4	4	60	32	4	4	53	34	9	6	34	47	13	6	15	66	13

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

COPY 2 PROCESS NO. 19215975-9200-00170-2

STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

GRADE: 7
TEST DATE: 02/92 LEVEL: ADVANCED 1 WRITING TYPE: DESCRIPTIVE
NORMS: SPRING FORM : K

LIST OF AVERAGES
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OKLAHOMA

District Listing is Alphabetical.

DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
HOLLY CREEK	22[1]	6.3	615.1	48-5	48.9	33-4	40.6	0	9	27	64	0	14	32	55	0	9	68	23	0	14	32	55	0	5	18	77	0	5	18	77
HOMINY	42	7.5	629.0	70-6	61.1	59-5	55.0	2	17	60	21	5	19	57	19	0	31	48	21	7	24	43	26	2	21	48	29	2	31	50	17
HOOKER	36	6.0	611.7	42-5	45.7	26-4	36.6	0	44	56	0	8	50	42	0	0	31	56	14	6	33	58	3	3	17	42	39	14	25	33	28
HOWE	18	6.7	619.3	55-5	52.4	40-5	44.5	6	67	22	6	11	61	22	6	0	78	17	6	6	56	33	6	11	22	50	17	6	28	67	0
HUGO	115[1]	7.9	632.6	75-6	64.3	66-6	58.8	1	12	64	23	3	32	49	17	1	41	52	6	10	40	37	14	3	36	45	16	2	25	47	26
HULBERT	27	6.0	612.0	43-5	46.1	27-4	37.0	11	37	52	0	15	52	33	0	4	30	59	7	11	44	33	11	0	26	67	7	0	19	74	7
HYDRO	17	7.2	625.6	65-6	57.9	52-5	51.2	0	47	41	12	12	59	24	6	6	53	41	0	35	47	18	0	18	53	24	6	0	65	29	6
IDABEL	90	6.2	613.7	46-5	47.6	30-4	38.9	13	32	51	3	24	43	30	2	14	41	42	2	16	52	27	6	9	40	39	12	20	34	38	8
INDIAHOMA	11	6.3	615.0	47-5	48.3	31-4	39.4	0	45	45	9	18	45	27	9	0	9	45	45	0	36	36	27	0	18	55	27	9	45	36	9
INDIANOLA	31[1]	7.9	633.3	76-6	64.7	68-6	59.7	0	37	60	3	0	47	47	7	0	53	47	0	7	33	43	17	0	33	53	13	3	37	53	7
INOLA	58	7.8	631.9	74-6	63.7	65-6	58.1	3	14	62	21	3	33	59	5	0	31	60	9	3	19	71	7	0	10	60	29	2	22	57	19
JAY	116[1]	6.8	621.3	58-5	54.3	44-5	46.7	7	20	57	16	8	30	47	15	7	37	50	6	10	25	46	19	5	21	46	28	10	19	51	20
JENKS	548	7.6	629.6	71-6	61.6	60-6	55.5	3	23	52	22	6	32	43	19	3	32	50	15	7	23	45	25	3	13	46	38	6	21	42	31
JENNINGS	13	7.8	632.3	75-6	64.0	66-6	58.7	0	31	31	38	0	38	23	38	0	38	31	31	23	15	38	23	0	15	54	31	23	38	8	31
JET NASH	10	6.4	616.4	50-5	49.9	34-4	41.5	0	0	90	10	10	60	20	10	0	10	90	0	0	10	90	0	0	0	60	40	0	10	60	30
JONES	79	7.7	631.2	73-6	63.1	64-6	57.5	3	19	67	11	4	35	52	9	3	44	44	9	3	37	49	11	3	25	57	15	4	24	61	11

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
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STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/92
NORMS: SPRING

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LEVEL: ADVANCED 1
FORM : K

WRITING TYPE: DESCRIPTIVE

LIST OF AVERAGES
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District Listing is Alphabetical.

DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I 1	I 2	I 3	I 4	II 1	II 2	II 3	II 4	III 1	III 2	III 3	III 4	IV 1	IV 2	IV 3	IV 4	V 1	V 2	V 3	V 4	VI 1	VI 2	VI 3	VI 4
JOY	4																														
JUSTICE	7	7.4	627.7	68-6	59.7	56-5	53.4	0	14	86	0	0	43	57	0	0	0	100	0	0	14	86	0	0	14	71	14	0	0	86	14
JUSTUS	22	6.7	620.0	56-5	53.0	41-5	45.0	0	55	45	0	0	68	32	0	0	73	27	0	5	18	73	5	0	18	77	5	5	14	73	9
KANSAS	45	6.9	622.3	59-5	55.0	46-5	47.7	2	29	58	11	11	40	42	7	2	31	60	7	2	42	49	7	4	31	53	11	7	24	53	16
KELLYVILLE	102[1]	6.3	615.2	48-5	49.0	33-4	40.6	12	31	46	11	8	29	56	7	9	28	59	4	2	32	54	12	1	21	60	19	5	21	62	13
KENWOOD	7	8.4	638.7	83-7	70.0	77-7	65.4	0	0	100	0	0	57	43	0	0	100	0	0	0	71	29	0	0	43	29	29	0	43	0	57
KEOTA	39	6.9	622.4	60-6	55.2	46-5	47.8	0	23	67	10	0	41	56	3	0	56	38	5	0	62	38	0	0	46	41	13	0	49	44	8
KETCHUM	32	6.8	621.3	58-5	54.2	44-5	46.6	13	44	28	16	28	44	16	13	9	31	41	19	16	25	38	22	6	19	44	31	3	28	50	19
KEYES	6	6.8	621.2	57-5	53.9	44-5	46.7	0	33	50	17	50	17	17	17	0	50	33	17	0	17	50	33	0	17	33	50	0	0	67	33
KEYS	30	7.9	633.3	76-6	64.8	68-6	59.6	7	17	63	13	0	47	43	10	0	37	47	17	10	37	40	13	3	40	40	17	10	33	50	7
KEYSTONE	33	6.8	621.0	58-5	54.0	44-5	46.7	3	24	73	0	12	42	45	0	3	42	52	3	6	42	45	6	3	12	67	18	3	21	55	21
KIEFER	25	5.8	609.8	39-4	44.1	23-4	34.5	16	60	24	0	16	52	32	0	12	48	36	4	12	56	28	4	4	40	32	24	16	44	36	4
KINGFISHER	86[1]	6.8	620.5	57-5	53.5	42-5	45.8	3	42	50	5	9	62	26	3	5	49	41	6	8	50	35	7	6	21	59	14	14	27	53	6
KINGSTON	66	6.9	621.5	59-5	54.5	45-5	47.3	5	21	61	14	5	47	38	11	3	35	52	11	3	38	50	9	0	21	48	30	6	23	50	21
KINTA	12	8.8	642.3	86-7	72.3	81-7	68.8	8	33	33	25	17	33	25	25	0	58	33	8	0	17	33	50	0	25	33	42	17	8	17	58
KIOWA	31	8.5	640.0	84-7	71.0	79-7	67.0	0	32	68	0	3	61	29	6	0	23	68	10	13	19	68	0	3	16	68	13	19	19	48	13

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

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/01

COPY 2 PROCESS NO. 19215975-9200-00172-2

STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/92
NORMS: SPRING

GRADE: 7
LEVEL: ADVANCED 1
FORM : K

WRITING TYPE: DESCRIPTIVE

LIST OF AVERAGES
FOR
OKLAHOMA

District Listing is Alphabetical.

DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	ANALYTIC SCORES BY AREA I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
KONAHA	45	7.5	628.1	69-6	60.3	58-5	54.1	2	33	56	9	7	42	31	20	0	29	58	13	4	38	49	9	7	42	40	11	2	42	40	16
KREBS	37[1]	6.7	619.6	55-5	52.7	40-5	44.8	16	43	24	16	19	41	27	14	30	38	30	3	8	38	32	22	8	27	41	24	22	41	24	14
KREMLIN-HILLSDALE	12	8.3	636.8	80-7	67.9	74-6	63.6	0	0	67	33	0	25	58	17	0	0	42	58	17	50	25	8	0	42	42	17	0	42	50	8
LAHOMA	21	7.9	633.0	76-6	64.7	67-6	59.3	0	10	62	29	0	14	62	24	5	19	62	14	5	14	67	14	0	5	67	29	0	10	62	29
LANE	14	8.1	634.8	78-7	66.2	71-6	61.5	0	21	57	21	0	64	29	7	0	14	64	21	7	14	79	0	7	21	50	21	0	29	36	36
LANGSTON	11	5.2	602.8	30-4	38.9	16-3	29.3	18	27	45	9	9	36	45	9	27	27	36	9	36	27	36	0	45	0	45	9	18	18	55	9
LATTA	35	7.8	631.5	74-6	63.2	64-6	57.5	0	29	69	3	0	29	69	3	0	11	77	11	6	23	49	23	6	14	34	46	3	11	63	23
LAVERNE	27	7.6	629.5	71-6	61.6	61-6	55.6	7	22	67	4	19	41	30	11	0	30	56	15	0	41	48	11	4	33	48	15	4	30	59	7
LAWTON	1276[1]	6.7	619.4	55-5	52.6	40-5	44.8	7	45	43	5	11	50	35	4	6	48	43	3	9	42	39	9	5	24	54	18	7	25	54	14
LE FLORE	23[1]	5.6	607.5	36-4	42.2	20-3	32.2	17	48	30	4	4	70	22	4	22	43	35	0	13	43	39	4	4	30	48	17	9	39	48	4
LEACH	12	7.8	632.2	75-6	64.1	66-6	58.6	8	8	33	50	33	25	25	17	0	0	33	67	0	17	50	33	17	25	42	17	0	25	33	42
LEEDEY	17	7.2	624.9	64-6	57.5	51-5	50.3	0	24	35	41	6	24	65	6	0	12	82	6	6	18	35	41	6	18	29	47	0	6	59	35
LEON	1																														
LEONARD	4																														
LEXINGTON	49	7.5	628.4	69-6	60.6	58-5	54.3	6	14	61	18	8	39	39	14	6	24	51	18	2	24	47	27	0	16	39	45	10	37	31	22
LIBERTY - MORRIS	4																														

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

COPY 2 PROCESS NO. 19215975-9200-00173-2

STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

LIST OF AVERAGES
FOR
OKLAHOMA

TEST DATE: 02/92
NORMS: SPRING

GRADE: 7
LEVEL: ADVANCED 1
FORM : K

WRITING TYPE: DESCRIPTIVE

District Listing is Alphabetical.

DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
LIBERTY - MOUNDS	40	8.2	635.9	79-7	67.2	73-6	62.7	3	10	60	28	3	30	45	23	0	40	30	30	5	38	28	30	0	23	30	48	0	10	45	45
LIBERTY - MULDROW	18	6.4	616.9	51-5	50.3	35-4	41.9	11	67	22	0	6	67	28	0	28	50	22	0	11	33	56	0	6	39	56	0	22	44	33	0
LINDSAY	69	7.1	624.0	62-6	56.6	49-5	49.5	1	17	62	19	0	29	54	17	0	42	45	13	0	12	57	32	0	10	48	42	1	14	61	23
LITTLE AXE	78	7.8	631.6	74-6	63.5	65-6	58.0	1	17	62	21	3	31	45	22	1	38	54	6	6	26	51	17	0	17	54	29	4	18	58	21
LOCUST GROVE	91	7.3	626.6	66-6	58.9	55-5	52.5	3	19	53	25	4	27	52	16	0	29	58	13	9	30	46	15	2	13	44	41	7	23	58	12
LOWEGA	7	6.9	621.4	58-5	54.2	43-5	46.4	0	100	0	0	29	71	0	0	0	100	0	0	43	57	0	0	0	86	14	0	0	43	43	14
LONE GROVE	83[1]	7.6	629.2	70-6	61.2	59-5	55.0	1	28	59	12	2	43	46	8	0	41	52	7	2	25	51	22	1	19	58	22	5	33	47	16
LONE STAR	39	6.8	621.3	58-5	54.2	44-5	46.6	0	33	51	15	0	54	28	18	0	38	59	3	3	33	33	31	0	28	49	23	0	36	46	18
LONE WOLF	13	6.8	620.5	57-5	53.5	42-5	45.8	8	23	62	8	15	31	31	23	0	38	62	0	15	54	23	8	0	15	85	0	8	23	62	8
LOOKEBA SICKLES	11	6.9	622.0	59-5	54.8	45-5	47.3	0	9	82	9	0	82	18	0	0	36	64	0	0	64	27	9	0	18	73	9	0	9	82	9
LOST CITY	7	10.0	656.0	95-8	84.4	95-8	85.2	0	0	0	100	0	0	0	100	0	0	14	86	0	14	29	57	0	0	14	86	0	0	14	86
LOWREY	15	6.1	612.7	44-5	46.8	28-4	37.5	0	40	40	20	0	47	40	13	20	27	47	7	27	33	27	13	7	47	27	20	20	27	40	13
LUKFATA	17	6.6	619.1	54-5	52.2	39-4	44.3	0	35	29	35	0	41	47	12	0	12	76	12	0	35	65	0	0	24	53	24	0	24	53	24
LUTHER	44	7.1	624.5	63-6	57.0	50-5	50.1	2	20	68	9	5	27	50	18	0	50	45	5	2	43	43	11	0	20	45	34	0	25	57	18
MACOMB	22	7.8	631.5	74-6	63.2	64-6	57.6	0	14	59	27	0	18	59	23	0	14	55	32	5	27	50	18	0	5	64	32	9	18	45	27
MADILL	66	6.6	618.2	53-5	51.5	38-4	43.4	2	38	42	18	5	36	41	18	0	58	30	12	3	32	35	30	3	17	45	35	5	47	33	15

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

COPY 2 PROCESS NO. 19215975-9200-00174-2

STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/92
NORMS: SPRING

GRADE: 7
LEVEL: ADVANCED 1
FORM : K

WRITING TYPE: DESCRIPTIVE

LIST OF AVERAGES
FOR
OKLAHOMA

District Listing is Alphabetical.

DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	ANALYTIC SCORES BY AREA I 1	I 2	I 3	I 4	II 1	II 2	II 3	II 4	III 1	III 2	III 3	III 4	IV 1	IV 2	IV 3	IV 4	V 1	V 2	V 3	V 4	VI 1	VI 2	VI 3	VI 4
MANGUM	38	7.7	631.1	73-6	62.9	63-6	57.0	0	8	50	42	3	55	34	8	0	18	63	18	8	11	53	29	0	13	61	26	3	8	63	26
MANITOU	3																														
MANNFORD	97[1]	6.4	616.6	50-5	50.1	35-4	42.0	5	49	39	6	18	43	33	6	5	29	61	5	8	34	49	8	4	21	56	20	6	18	65	11
MANNSVILLE	9	8.3	637.6	82-7	69.0	77-7	65.8	11	0	33	56	11	0	44	44	11	11	22	56	0	11	22	67	11	0	22	67	11	0	11	78
MAPLE	10	8.5	639.5	83-7	70.3	78-7	66.2	0	30	30	40	0	30	40	30	0	20	50	30	0	10	40	50	0	0	50	50	10	20	20	50
MARBLE CITY	8	6.5	617.5	52-5	50.9	36-4	42.5	0	13	75	13	0	25	75	0	0	25	63	13	0	25	38	38	0	0	50	50	0	13	50	38
MARIETTA	58	7.9	633.2	76-6	64.8	67-6	59.3	0	3	47	50	0	12	69	19	2	9	48	41	2	5	50	43	0	12	47	41	5	3	45	47
MARLOW	104[1]	6.8	620.5	57-5	53.6	43-5	46.3	5	22	64	9	11	34	53	3	3	28	52	17	14	24	55	7	3	16	49	32	6	18	45	31
MARTHA	5																														
MARYETTA	19	7.7	630.5	72-6	62.1	61-6	56.0	0	47	47	5	5	32	58	5	0	21	74	5	0	32	58	11	0	16	58	26	11	26	37	26
MASON	15	7.7	630.3	72-6	62.3	62-6	56.5	7	20	60	13	13	53	27	7	7	27	60	7	27	53	20	0	13	33	53	0	13	20	60	7
MAUD	24	6.7	619.8	56-5	53.0	41-5	45.3	4	54	38	4	0	58	38	4	0	42	58	0	4	54	38	4	4	50	38	8	4	25	58	13
MAYSVILLE	33[1]	7.3	626.8	67-6	59.2	55-5	52.6	3	36	48	12	15	42	33	9	0	58	27	15	3	21	55	21	0	6	76	18	0	27	64	9
MC ALESTER	168[1]	7.4	627.8	68-6	60.0	57-5	53.7	1	30	54	15	4	47	40	10	1	25	60	14	6	30	49	15	4	20	55	21	9	25	48	18
MC CURTAIN	12	6.5	617.5	52-5	51.1	37-4	43.0	25	33	42	0	17	42	42	0	25	33	33	8	50	8	42	0	25	17	50	8	25	17	58	0
MC LISH	9	7.7	630.3	72-6	62.0	62-6	56.5	0	0	56	44	0	0	67	33	0	11	78	11	0	11	67	22	0	11	44	44	0	22	67	11

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

PROCESS NO. 19215975-9200-00175-2

STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

GRADE: 7
TEST DATE: 02/92 LEVEL: ADVANCED 1 WRITING TYPE: DESCRIPTIVE
NORMS: SPRING FORM : K

LIST OF AVERAGES
FOR
OKLAHOMA

District Listing is Alphabetical.

DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	ANALYTIC SCORES BY AREA I 1	I 2	I 3	I 4	II 1	II 2	II 3	II 4	III 1	III 2	III 3	III 4	IV 1	IV 2	IV 3	IV 4	V 1	V 2	V 3	V 4	VI 1	VI 2	VI 3	VI 4
MC LOUD	137	6.5	617.6	52-5	51.0	37-4	42.9	11	45	34	9	20	49	25	6	12	61	22	5	14	32	39	15	12	20	53	15	12	33	39	17
MEDFORD	16	8.1	634.7	78-7	66.2	70-6	61.1	0	6	38	56	0	31	50	19	0	25	56	19	0	0	44	56	0	13	31	56	0	0	25	75
MEEKER	53[1]	7.9	633.1	76-6	64.7	68-6	59.8	2	15	62	21	4	31	54	12	2	12	65	21	10	27	52	12	0	12	58	31	2	21	54	23
MERRITT	26	7.0	623.0	61-6	55.8	48-5	48.7	8	15	58	19	0	46	27	27	0	46	50	4	0	50	35	15	0	31	42	27	4	42	19	35
MIAMI	173	7.2	624.7	64-6	57.3	51-5	50.5	1	29	52	17	9	40	43	9	1	40	51	8	10	36	45	9	3	24	54	19	7	31	42	20
MIDDLEBERG	11	4.7	597.9	23-4	34.1	11-3	23.7	9	55	36	0	9	73	18	0	9	82	9	0	9	55	36	0	9	18	73	0	9	9	82	0
MIDWAY	9	7.4	627.9	68-6	60.1	57-5	53.7	0	22	78	0	33	11	44	11	0	33	56	11	22	0	44	33	11	11	33	44	11	11	44	33
MILBURN	17	7.5	628.2	69-6	60.2	57-5	53.9	0	47	53	0	6	59	35	0	6	65	29	0	0	65	35	0	0	24	76	0	6	35	59	0
MILFAY	2																														
MILL CREEK	23	6.6	618.7	54-5	51.9	39-4	43.9	4	39	52	4	22	39	39	0	4	35	61	0	17	39	35	9	9	22	61	9	13	43	35	9
MILLWOOD	106	7.0	622.6	60-6	55.4	46-5	47.9	1	36	51	12	7	57	30	7	2	57	37	5	10	44	31	14	5	36	45	14	5	40	42	13
MINCO	24	7.0	623.5	62-6	56.2	48-5	49.0	4	17	67	13	17	13	67	4	8	21	67	4	4	25	50	21	13	8	63	17	17	17	42	25
MINGO	15	7.7	630.3	72-6	62.4	62-6	56.5	0	20	73	7	0	53	47	0	0	27	67	7	0	60	40	0	0	40	53	7	0	47	53	0
MOFFETT	5																														
MONROE	20	6.5	617.0	51-5	50.4	36-4	42.2	15	10	60	15	15	50	35	0	10	20	55	15	0	10	75	15	5	10	55	30	5	30	40	25
MOORE	1259[1]	6.8	621.2	58-5	54.2	44-5	46.9	7	35	45	13	11	45	35	10	5	44	43	8	11	37	41	12	5	26	47	22	10	27	47	16

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

COPY 2 PROCESS NO. 19215975-9200-00176-2

STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/92
NORMS: SPRING

GRADE: 7
LEVEL: ADVANCED 1
FORM : K

WRITING TYPE: DESCRIPTIVE

LIST OF AVERAGES
FOR
OKLAHOMA

District Listing is Alphabetical.

		HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
DISTRICT NAME	NUMBER TESTED	MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
MOORELAND	28	7.1	624.6	63-6	57.0	51-5	50.4	4	32	57	7	7	68	21	4	0	54	32	14	0	50	46	4	0	32	46	21	18	25	36	21
MORRIS	47	7.1	623.9	62-6	56.6	49-5	49.7	4	13	72	11	9	30	49	13	4	19	72	4	9	30	51	11	2	15	51	32	9	9	66	17
MORRISON	29	6.9	621.9	59-5	54.7	45-5	47.2	0	52	41	7	7	45	34	14	0	48	41	10	7	48	31	14	0	17	55	28	17	21	45	17
MOSELEY	20	6.3	615.3	48-5	48.9	33-4	40.6	0	10	85	5	0	60	35	5	0	30	65	5	0	40	55	5	0	20	60	20	5	20	45	30
MOSS	16	6.8	620.9	58-5	54.0	44-5	46.6	6	19	25	50	19	31	31	19	0	25	50	25	13	0	44	44	0	13	38	50	13	38	38	13
MOUNDS	46[1]	6.5	617.1	51-5	50.5	35-4	42.1	7	50	43	0	9	46	46	0	0	30	70	0	4	15	59	22	0	22	57	22	2	17	63	17
MOUNTAIN VIEW-GOTEBO	29	8.3	637.4	81-7	68.4	75-6	64.3	0	14	69	17	0	24	62	14	0	3	76	21	0	21	59	21	0	21	45	34	0	17	55	28
MOYERS	4																														
MULDROW	108[1]	7.6	630.0	71-6	61.9	61-6	55.9	2	31	52	16	8	45	37	9	3	43	51	4	10	39	38	13	6	35	40	19	8	27	53	12
MULHALL-ORLANDO	11	7.4	627.0	67-6	59.3	55-5	52.6	0	82	9	9	9	82	0	9	9	73	18	0	9	73	9	9	9	64	18	9	18	55	18	9
MUSKOGEE	445[1]	7.0	622.5	60-6	55.5	47-5	48.3	5	30	51	14	8	42	40	10	8	33	51	8	12	36	42	11	5	23	49	23	8	24	49	19
MUSTANG	404[1]	6.9	621.5	58-5	54.4	45-5	47.2	5	36	49	9	10	49	36	6	1	41	49	9	6	35	48	10	1	30	51	18	3	24	57	17
MWC/DEL CITY	1085[1]	6.6	618.9	54-5	52.1	39-4	44.2	6	32	51	10	12	44	37	7	4	44	46	6	9	32	46	14	4	18	53	24	8	24	48	20
N ROCK CREEK	29	7.7	630.6	73-6	62.6	63-6	56.7	3	24	59	14	0	41	45	14	3	34	41	21	10	7	45	38	0	7	52	41	10	28	45	17
NASHOBA	6	6.2	613.8	46-5	47.6	29-4	38.5	33	50	17	0	33	17	33	17	17	50	33	0	0	50	33	17	0	17	50	33	17	17	33	33
NAVAJO	49	6.8	620.5	57-5	53.6	43-5	46.1	0	45	37	18	2	47	35	16	0	39	47	14	2	49	31	18	0	37	31	33	2	43	43	12

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

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PROCESS NO. 19215975-9200-00177-2

STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/92
NORMS: SPRING

GRADE: 7
LEVEL: ADVANCED 1
FORM : K

WRITING TYPE: DESCRIPTIVE

LIST OF AVERAGES
FOR
OKLAHOMA

District Listing is Alphabetical.

DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
NEW LIMA	21	8.0	634.5	78-7	66.1	69-6	60.7	0	0	95	5	24	48	29	0	0	5	95	0	0	19	67	14	0	14	67	19	0	14	71	14
NEWCASTLE	69	8.4	638.8	82-7	69.6	77-7	65.7	1	13	42	43	0	19	46	35	1	23	58	17	1	20	46	32	3	13	49	35	10	12	52	26
NEWKIRK	37	6.4	616.2	49-5	49.7	34-4	41.2	5	30	54	11	5	43	35	16	8	30	49	14	3	16	57	24	5	38	43	14	16	27	46	11
NINNEKAH	28	6.9	621.4	58-5	54.3	44-5	47.0	7	36	46	11	7	39	43	11	7	39	50	4	7	25	57	11	4	32	29	36	18	18	29	36
NOBLE	179[1]	7.4	627.0	67-6	59.2	56-5	52.9	4	30	44	22	14	34	38	15	6	34	44	16	13	33	39	14	7	21	52	20	7	25	54	14
NOBLETOWN	2																														
NORMAN	823[1]	7.6	629.3	71-6	61.4	60-6	55.4	2	19	56	23	4	29	49	18	2	28	54	16	4	21	52	23	2	13	50	35	4	19	50	27
NORWOOD	17	8.5	639.8	84-7	70.8	79-7	66.7	6	24	53	18	6	18	65	12	0	35	53	12	0	6	47	47	6	6	59	29	0	24	59	18
NOWATA	68[1]	6.1	613.6	46-5	47.7	30-4	39.2	9	51	35	4	12	57	25	6	4	47	41	7	19	50	26	4	4	31	51	13	12	31	49	9
NUYAKA	8	7.1	624.4	63-6	56.9	49-5	49.6	0	38	50	13	0	50	50	0	0	63	25	13	38	13	25	25	25	13	63	0	75	13	0	13
OAK GROVE	12[1]	7.3	626.0	66-6	58.8	54-5	51.9	0	25	75	0	8	17	75	0	0	25	75	0	0	17	58	25	8	25	42	25	0	17	83	0
OAKDALE	17	7.6	630.1	71-6	61.9	61-6	55.9	0	35	59	6	0	35	59	6	0	41	53	6	0	41	53	6	0	12	6	82	0	24	71	6
OAKS MISSION	24	5.7	608.8	38-4	43.5	23-4	34.1	17	58	21	4	13	71	13	4	17	46	33	4	17	58	21	4	25	38	33	4	21	50	25	4
OILTON	19	6.1	613.1	45-5	47.3	30-4	38.9	5	63	32	0	0	53	42	5	5	68	26	0	11	74	16	0	5	58	32	5	11	84	5	0
OKARCHE	28	7.6	629.7	71-6	61.8	61-6	55.8	4	14	54	29	18	32	39	11	0	14	75	11	0	32	54	14	0	7	61	32	0	11	57	32
OKAY	24	7.3	626.7	66-6	58.9	55-5	52.5	0	4	63	33	0	33	46	21	0	17	38	46	13	29	38	21	4	29	42	25	4	17	38	42

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

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STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/92
NORMS: SPRING

GRADE: 7
LEVEL: ADVANCED 1
FORM : K

WRITING TYPE: DESCRIPTIVE

LIST OF AVERAGES
FOR
OKLAHOMA

District Listing is Alphabetical.

DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	ANALYTIC SCORES BY AREA I 1	I 2	I 3	I 4	II 1	II 2	II 3	II 4	III 1	III 2	III 3	III 4	IV 1	IV 2	IV 3	IV 4	V 1	V 2	V 3	V 4	VI 1	VI 2	VI 3	VI 4
OKEENE	25	8.2	636.2	79-7	67.2	72-6	62.5	0	32	44	24	0	48	40	12	0	8	68	24	4	52	36	8	0	20	40	40	0	28	44	28
OKEMAH	63	7.8	631.7	74-6	63.5	64-6	57.7	2	10	57	32	5	32	29	35	2	21	57	21	6	30	38	25	3	17	51	29	5	27	52	16
OKLA CITY	1585[1]	7.1	623.8	62-6	56.5	49-5	49.4	4	30	55	12	7	40	45	8	2	46	44	7	8	37	42	13	5	28	47	20	6	29	48	17
OKLAHOMA UNION	24	6.4	616.1	49-5	49.7	34-4	41.3	4	29	54	13	4	46	38	13	4	38	58	0	8	25	58	8	8	25	54	13	8	33	54	4
OKMULGEE	169[1]	6.4	616.4	50-5	49.9	35-4	41.6	5	40	48	6	16	53	28	3	5	51	41	3	11	39	43	6	5	27	55	13	9	26	58	7
OKTAHA	30	7.1	624.5	63-6	57.0	50-5	50.0	3	50	40	7	10	60	23	7	0	50	40	10	7	40	33	20	0	40	40	20	0	47	23	30
OLIVE	28	7.4	627.3	68-6	59.6	56-5	53.1	4	18	64	14	4	36	57	4	4	29	64	4	11	25	64	0	7	18	50	25	4	36	29	32
OLNEY	13	8.1	634.8	78-7	66.2	70-6	61.0	0	15	54	31	0	31	31	38	0	0	54	46	0	15	46	38	0	8	62	31	0	23	31	46
OLUSTEE	10	6.6	618.6	53-5	51.8	38-4	43.7	0	20	70	10	0	30	60	10	0	20	80	0	10	20	40	30	0	10	70	20	0	0	50	50
OOLOGAH-TALALA	105	7.4	627.7	68-6	59.8	56-5	53.4	1	19	70	10	7	52	38	3	3	39	54	4	2	41	46	11	0	12	66	22	0	13	64	23
OSAGE	12	8.0	634.0	77-7	65.4	69-6	60.4	0	8	75	17	0	8	83	8	0	42	58	0	0	33	58	8	0	33	17	50	0	17	33	50
OWASSO	333[1]	6.5	617.7	52-5	51.1	37-4	43.0	10	35	48	7	15	40	40	5	9	42	42	7	13	35	41	12	4	20	56	21	11	20	50	19
PADEN	17	8.4	638.5	82-7	69.6	77-7	65.3	0	0	100	0	0	24	76	0	0	71	29	0	0	65	35	0	0	47	41	12	0	29	53	18
PANAMA	37	7.9	632.8	75-6	64.3	67-6	59.1	3	30	62	5	3	38	54	5	0	35	62	3	16	24	41	19	0	30	49	22	14	22	62	3
PANOLA	21	7.5	628.2	69-6	60.4	58-5	54.1	0	0	67	33	0	29	57	14	0	29	67	5	0	33	52	14	0	24	52	24	10	10	43	38
PAOLI	13	7.0	623.0	60-6	55.5	47-5	48.3	0	62	31	8	0	69	31	0	0	62	31	8	15	38	23	23	0	38	31	31	15	15	46	23

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

COPY 2 PROCESS NO. 19215975-9200-00179-2

STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/92
NORMS: SPRING

GRADE: 7
LEVEL: ADVANCED 1
FORM : K

WRITING TYPE: DESCRIPTIVE

LIST OF AVERAGES
FOR
OKLAHOMA

District Listing is Alphabetical.

DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
PAULS VALLEY	66	6.3	615.3	48-5	49.1	33-4	40.6	6	30	56	8	6	56	35	3	3	53	41	3	5	38	52	6	2	45	44	9	9	33	39	18
PAWHUSKA	91	5.5	606.0	33-4	40.9	18-3	30.7	18	59	23	0	26	56	16	1	15	56	27	1	15	42	31	12	5	45	36	13	14	37	41	8
PAWNEE	73[1]	7.6	630.1	72-6	62.0	62-6	56.3	4	36	44	16	4	51	34	11	4	34	51	11	5	34	41	19	1	15	60	23	4	18	59	19
PEAVINE	13	8.5	639.1	83-7	70.2	78-7	65.9	0	31	46	23	0	31	38	31	8	38	38	15	0	54	23	23	0	31	46	23	38	23	38	0
PECKHAM	5																														
PEGGS	12	7.3	625.8	65-6	58.1	52-5	51.1	0	17	83	0	0	8	92	0	0	50	42	8	17	0	83	0	0	8	8	83	0	0	92	8
PERKINS-TRYON	67[1]	6.8	621.2	58-5	54.1	43-5	46.4	12	28	54	6	18	33	45	4	6	36	54	4	12	33	37	18	3	34	42	21	10	40	36	13
PERNELL	6	6.5	617.5	52-5	51.1	36-4	42.2	0	17	83	0	0	33	67	0	17	33	50	0	17	50	33	0	0	50	50	0	17	50	33	0
PERRY	97	7.1	623.6	62-6	56.3	49-5	49.2	6	16	65	12	3	38	44	14	2	35	59	4	1	29	59	11	2	18	57	24	5	23	53	20
PICHER-CARDIN	23	7.0	623.5	62-6	56.2	48-5	49.0	0	57	39	4	9	57	22	13	0	35	61	4	0	30	61	9	0	13	61	26	4	4	65	26
PICKETT-CENTER	7	7.7	630.9	73-6	62.9	63-6	57.2	0	43	43	14	0	71	14	14	0	0	86	14	0	43	43	14	0	14	86	0	0	14	71	14
PIEDMONT	69	8.5	639.4	83-7	70.2	78-7	66.2	0	7	58	35	0	25	58	17	0	14	59	26	0	13	55	32	1	4	33	61	1	4	54	41
PIONEER	22	8.1	635.5	79-7	66.6	71-6	61.6	0	23	55	23	5	41	27	27	0	32	50	18	9	14	41	36	0	27	50	23	0	23	45	32
PIONEER-PLEASANT VAL	45	6.6	618.8	54-5	52.1	39-4	44.3	7	20	64	9	13	20	56	11	2	16	60	22	16	20	56	9	2	16	53	29	4	22	56	18
PITTSBURG	6	8.7	641.3	86-7	72.3	81-7	68.7	0	0	67	33	0	17	50	33	0	0	100	0	0	50	50	0	0	50	33	17	0	17	83	0
PLAINVIEW - ARDMORE	86	7.3	625.9	66-6	58.5	54-5	52.0	5	24	49	22	12	24	53	10	2	38	33	27	14	24	38	23	2	19	55	24	20	19	34	28

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

COPY 3 PROCESS NO. 19215975-9200-00211-3

STANFORD

WRITING ASSESSMENT PROGRAM, *SECOND EDITION*

TEST DATE: 02/92
NORMS: SPRING

GRADE: 7
LEVEL: ADVANCED 1
FORM : K

WRITING TYPE: DESCRIPTIVE

LIST OF AVERAGES
FOR
OKLAHOMA

District Listing is Alphabetical.

DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
PLAINVIEW - TEXHOMA	2																														
PLEASANT GRV-SEM	9	6.1	613.2	44-5	47.0	28-4	38.0	0	56	33	11	33	44	11	11	0	33	56	11	0	0	78	22	0	11	56	33	0	11	89	0
PLEASANT GRV-SHAW	16	6.6	618.9	54-5	52.0	39-4	43.9	0	25	75	0	19	50	31	0	0	31	69	0	13	63	25	0	13	44	31	13	0	44	56	0
POCOLA	58	7.6	629.3	70-6	61.2	60-6	55.1	0	10	64	26	3	34	45	17	2	29	52	17	3	33	40	24	0	26	34	40	2	34	40	24
PONCA CITY	403[1]	6.9	621.9	59-5	54.8	45-5	47.5	5	32	51	13	8	39	43	9	2	43	46	8	7	31	48	14	2	20	52	26	9	22	50	19
POND CREEK-HUNTER	21	7.2	625.1	64-6	57.6	51-5	50.6	0	10	76	14	5	29	52	14	0	10	48	43	5	24	57	14	0	10	52	38	5	10	71	14
PORTER CONSOLIDATED	37	6.6	618.8	54-5	52.2	39-4	44.1	0	22	68	11	0	30	62	8	0	32	68	0	0	51	32	16	0	32	54	14	0	35	41	24
PORUM	26	8.6	640.8	84-7	71.3	79-7	67.3	0	4	62	35	0	8	65	27	0	15	65	19	0	19	62	19	0	8	58	35	0	12	58	31
POTEAU	140[1]	8.0	634.1	77-7	65.4	69-6	60.5	1	5	58	35	7	33	51	9	0	15	62	23	4	30	55	12	3	14	62	21	6	16	53	25
PRAGUE	69	6.8	621.2	58-5	54.2	44-5	46.6	4	28	58	10	6	46	42	6	0	39	58	3	6	32	42	20	7	26	42	25	4	23	55	17
PRESTON	24[1]	8.9	643.5	87-7	73.5	83-7	70.4	0	4	54	42	0	29	42	29	0	21	67	13	8	17	54	21	8	29	50	13	13	21	42	25
PRETTY WATER	21	7.3	626.7	67-6	59.0	55-5	52.4	0	19	57	24	0	57	29	14	0	48	43	10	5	29	52	14	0	33	48	19	0	29	52	19
PRUE	25	5.9	611.1	41-5	45.3	26-4	36.4	16	56	24	4	20	56	20	4	8	72	20	0	8	28	36	28	0	8	44	48	8	28	56	8
PRYOR	171[1]	7.8	631.6	74-6	63.3	64-6	57.7	5	15	58	22	4	22	51	22	4	32	52	13	6	16	57	21	1	9	51	38	5	12	60	24
PURCELL	78	7.6	629.9	71-6	61.9	61-6	56.0	6	32	54	8	8	40	47	5	4	26	62	9	6	29	58	6	4	27	49	21	12	40	33	15
PUTNAM CITY	1327[1]	7.2	625.0	64-6	57.6	52-5	50.9	5	31	51	13	6	41	43	10	2	35	54	9	5	34	48	13	4	22	51	24	6	28	47	19

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

COPY 3 PROCESS NO. 19215975-9200-00212-3

THE PSYCHOLOGICAL CORPORATION
HARCOURT BRACE JOVANOVICH, INC.

STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/92
NORMS: SPRING

GRADE: 7
LEVEL: ADVANCED 1
FORM : K

WRITING TYPE: DESCRIPTIVE

LIST OF AVERAGES
FOR
OKLAHOMA

District Listing is Alphabetical.

		HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
								I				II				III				IV				V				VI			
DISTRICT NAME	NUMBER TESTED	MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
QUAPAW	33	5.9	611.0	41-5	45.2	26-4	36.1	24	33	39	3	24	39	36	0	15	45	36	3	18	52	30	0	21	45	33	0	18	39	39	3
QUINTON	22	7.6	629.5	71-6	61.5	61-6	55.9	9	14	59	18	14	32	41	14	14	14	41	32	27	23	32	18	9	18	45	27	9	23	55	14
RATTAN	33	7.6	629.7	71-6	61.7	60-6	55.5	0	24	39	36	0	33	33	33	0	45	21	33	0	36	33	30	0	18	33	48	0	30	42	27
RAVIA	6	8.8	643.2	87-7	73.9	84-7	70.5	0	0	17	83	0	0	17	83	0	0	33	67	0	0	17	83	0	0	50	50	0	0	17	83
RED OAK	16	8.9	644.3	87-7	74.1	84-7	71.3	0	25	56	19	0	25	63	13	0	44	44	13	13	31	50	6	13	13	44	31	25	31	31	13
REYDON	11	6.9	622.0	59-5	54.8	45-5	47.2	0	27	64	9	0	64	36	0	0	9	82	9	0	36	64	0	0	0	82	18	0	0	82	18
RINGLING	35	7.3	625.8	65-6	58.2	53-5	51.3	0	20	63	17	17	37	40	6	0	46	54	0	11	43	29	17	6	23	46	26	6	31	31	31
RINGWOOD	28	6.7	619.5	55-5	52.7	40-5	44.7	11	25	46	18	7	29	39	25	4	36	46	14	11	18	46	25	11	11	57	21	7	21	57	14
RIPLEY	29	7.2	624.9	64-6	57.3	51-5	50.3	0	17	72	10	7	34	48	10	0	45	45	10	7	24	52	17	3	17	45	34	0	24	52	24
RIVERSIDE	15	7.2	625.2	64-6	57.4	51-5	50.7	0	13	80	7	0	13	80	7	0	7	87	7	0	20	67	13	0	33	60	7	20	60	20	0
ROBIN HILL	11	8.2	636.0	79-7	67.2	72-6	62.5	0	45	27	27	0	18	45	36	0	45	18	36	9	18	45	27	0	18	55	27	0	27	45	27
ROCK CREEK	33	8.8	642.7	86-7	73.0	83-7	70.0	3	3	85	9	0	24	67	9	9	42	48	0	0	33	61	6	3	21	55	21	3	21	52	24
ROCKY MOUNTAIN	6	8.8	643.2	87-7	73.5	84-7	70.9	0	0	33	67	0	17	67	17	0	17	67	17	0	33	50	17	0	17	83	0	0	0	67	33
ROFF	23	6.7	619.2	54-5	52.2	39-4	44.2	4	26	61	9	17	57	22	4	4	39	52	4	4	39	43	13	0	17	43	39	0	22	43	35
ROLAND	68[1]	7.4	627.8	68-6	59.9	57-5	53.7	0	19	65	16	0	29	54	16	0	22	63	15	3	21	54	22	1	22	47	29	3	18	56	24
ROOSEVELT	1																														

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

COPY 2 PROCESS NO. 19215975-9200-00182-2

STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/92
NORMS: SPRING

GRADE: 7
LEVEL: ADVANCED 1
FORM : K

WRITING TYPE: DESCRIPTIVE

LIST OF AVERAGES
FOR
OKLAHOMA

District Listing is Alphabetical.

DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
RUSH SPRINGS	44	6.3	614.8	47-5	48.5	31-4	39.6	7	55	34	5	9	48	36	7	7	43	43	7	5	55	34	7	2	43	41	14	7	48	30	16
RYAL	7	6.6	618.3	53-5	51.4	38-4	43.3	0	29	71	0	0	57	43	0	0	29	71	0	0	14	86	0	0	29	57	14	0	14	86	0
RYAN	14	6.6	619.1	54-5	52.3	39-4	44.1	7	21	36	36	7	21	57	14	0	7	57	36	7	14	43	36	0	7	14	79	7	14	7	71
S COFFEYVILLE	19	6.1	612.6	44-5	46.6	28-4	37.7	11	42	37	11	26	32	42	0	0	42	53	5	5	26	53	16	0	11	79	11	5	26	63	5
S ROCK CREEK	34	8.4	637.9	82-7	68.9	76-6	64.7	6	0	29	65	6	6	44	44	3	3	68	26	3	12	32	53	3	6	41	50	3	9	59	29
SALINA	41	6.4	616.0	49-5	49.7	34-4	41.0	10	39	41	10	15	63	17	5	5	51	44	0	12	41	39	7	5	27	61	7	2	24	49	24
SALLISAW	120	7.0	622.5	60-6	55.4	46-5	48.1	5	39	48	8	8	38	48	6	5	51	40	4	6	33	48	13	3	25	49	23	8	33	41	18
SAND SPRINGS	371[1]	7.2	625.0	64-6	57.5	52-5	50.9	4	28	49	18	7	37	44	12	3	26	54	18	9	33	42	17	5	19	47	30	6	23	51	20
SAPULPA	263[1]	7.8	632.0	74-6	63.7	65-6	58.3	4	20	59	17	5	35	48	11	2	37	52	9	10	32	43	14	3	21	53	22	9	24	48	19
SASAKWA	16	7.4	627.8	68-6	60.1	57-5	53.6	0	6	88	6	0	38	56	6	0	50	44	6	6	44	44	6	0	44	50	6	6	31	56	6
SAVANNA	20	7.9	632.9	75-6	64.5	66-6	58.9	0	5	90	5	10	40	45	5	0	35	65	0	5	25	60	10	15	35	45	5	20	20	50	10
SAYRE	47	7.2	624.9	64-6	57.4	51-5	50.6	4	32	57	6	11	43	40	6	9	47	43	2	6	51	38	4	0	30	62	9	11	30	49	11
SCHULTER	11	6.2	614.0	46-5	48.0	30-4	38.9	0	91	9	0	0	73	27	0	0	91	9	0	9	64	27	0	0	64	36	0	9	82	9	0
SCHWARTZ	28	7.8	631.3	73-6	62.9	63-6	57.2	4	21	71	4	11	14	71	4	0	32	68	0	0	39	50	11	0	7	57	36	7	29	46	18
SEILING	32	7.6	629.5	71-6	61.6	61-6	55.7	0	28	69	3	0	66	31	3	0	34	59	6	0	28	50	22	0	25	53	22	0	19	63	19
SEMINOLE	110	6.9	622.4	60-6	55.2	46-5	47.9	2	21	62	15	7	25	52	16	2	16	63	19	5	25	37	33	5	16	45	35	9	23	36	32

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

COPY 2 PROCESS NO. 19215975-9200-00103-2

STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/92
NORMS: SPRING

GRADE: 7
LEVEL: ADVANCED 1
FORM : K

WRITING TYPE: DESCRIPTIVE

LIST OF AVERAGES
FOR
OKLAHOMA

District Listing is Alphabetical.

		HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
DISTRICT NAME	NUMBER TESTED	MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
SENTINEL	18	8.6	640.1	84-7	70.9	79-7	67.1	0	6	61	33	0	39	56	6	0	17	67	17	0	33	44	22	0	6	56	39	0	11	50	39
SEQUOYAH	76	7.5	628.6	70-6	60.8	59-5	54.8	1	33	54	12	16	38	37	9	0	41	50	9	11	41	42	7	1	14	76	8	11	17	59	13
SHADY GROVE	11	9.7	653.0	93-8	81.5	92-8	79.8	0	0	36	64	0	0	36	64	0	0	9	91	0	18	55	27	9	18	45	27	18	0	55	27
SHADY POINT	6	7.8	632.2	75-6	63.9	65-6	57.9	0	0	67	33	0	83	17	0	0	33	67	0	0	33	67	0	0	17	50	33	0	17	50	33
SHARON-MUTUAL	21	6.9	621.4	58-5	54.3	44-5	46.7	5	48	38	10	0	38	57	5	0	38	57	5	0	43	57	0	0	14	76	10	5	48	38	10
SHATTUCK	32	6.8	621.3	58-5	54.1	43-5	46.5	0	44	53	3	0	53	44	3	0	56	38	6	0	47	50	3	0	9	88	3	0	31	63	6
SHAWNEE	251[1]	7.0	623.2	61-6	56.0	48-5	48.8	7	38	44	12	17	48	26	9	6	41	44	8	13	42	33	12	6	31	47	16	12	29	43	16
SHIDLER	14	5.9	610.4	40-5	44.7	25-4	35.6	43	36	14	7	36	43	14	7	14	64	21	0	0	29	57	14	0	7	93	0	14	29	29	29
SILO	32	7.2	625.1	64-6	57.5	51-5	50.6	9	25	47	19	6	34	53	6	3	47	44	6	3	44	34	19	0	31	50	19	3	25	63	9
SKIATOOK	123	7.4	627.0	67-6	59.2	55-5	52.8	4	26	53	17	11	41	35	14	2	42	40	15	10	29	37	24	4	23	50	23	2	31	50	17
SMITHVILLE	37	7.9	633.1	76-6	64.8	67-6	59.5	0	5	70	24	0	54	41	5	0	41	46	14	0	35	54	11	0	24	65	11	0	24	51	24
SNYDER	39	7.6	629.5	71-6	61.5	60-6	55.5	0	8	64	28	0	10	62	28	0	13	46	41	0	15	36	49	5	23	36	36	0	15	41	44
SOPER	20	7.6	629.6	71-6	61.6	60-6	55.3	0	30	70	0	0	55	45	0	0	70	30	0	0	25	70	5	0	35	60	5	0	70	25	5
SPARKS	4																														
SPAVINAH	6	7.0	623.0	61-6	55.7	47-5	48.4	0	0	33	67	0	17	17	67	0	17	33	50	0	17	50	33	0	0	33	67	0	33	50	17
SPERRY	72	7.5	628.5	69-6	60.6	58-5	54.3	1	14	74	11	3	26	57	14	0	36	56	8	0	21	51	28	1	13	49	38	4	25	54	17

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

PROCESS NO. 19215975-9200-00184-2

STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/92
NORMS: SPRING

GRADE: 7
LEVEL: ADVANCED 1
FORM : K

WRITING TYPE: DESCRIPTIVE

LIST OF AVERAGES
FOR
OKLAHOMA

District Listing is Alphabetical.

DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
SPIRO	85	6.6	618.9	54-5	52.0	39-4	44.2	4	40	44	13	4	48	35	13	8	52	35	5	11	45	40	5	7	27	42	24	14	34	34	18
SPRINGER	9	6.3	615.7	48-5	49.1	32-4	40.4	0	33	56	11	11	11	67	11	0	56	44	0	11	22	33	33	0	44	22	33	11	67	11	11
ST LOUIS	7	6.3	615.1	48-5	48.7	32-4	40.1	14	29	57	0	14	14	71	0	43	57	0	0	29	43	29	0	29	57	14	0	14	71	14	0
STERLING	19	7.7	631.1	73-6	63.0	63-6	57.1	0	37	47	16	16	47	21	16	0	47	47	5	5	26	63	5	0	21	68	11	0	26	68	5
STIDHAM	11	6.7	620.0	57-5	53.5	41-5	45.4	0	27	45	27	0	27	55	18	0	55	45	0	0	55	45	0	0	36	64	0	0	45	55	0
STIGLER	88[1]	6.2	613.8	46-5	47.6	30-4	38.9	7	31	53	9	11	45	39	5	5	28	45	22	7	40	42	11	3	30	45	22	13	27	41	19
STILLWATER	334	7.3	625.9	66-6	58.4	53-5	51.7	4	23	46	26	7	34	41	18	4	28	48	20	2	31	42	25	2	14	47	37	3	20	48	29
STILWELL	67[1]	7.6	629.7	71-6	61.8	61-6	55.9	3	31	64	1	7	46	43	3	3	52	42	3	19	34	39	7	7	25	55	12	9	42	36	13
STONEWALL	18	8.2	636.4	80-7	67.5	74-6	63.4	0	39	50	11	22	28	44	6	6	33	44	17	22	28	22	28	0	17	56	28	0	39	33	28
STONY POINT	4																														
STRATFORD	37	6.9	621.5	58-5	54.4	44-5	46.8	5	24	62	8	11	51	32	5	5	62	30	3	16	30	43	11	5	19	59	16	11	32	46	11
STRINGTOWN	8	7.6	629.9	71-6	61.9	61-6	55.8	0	0	88	13	0	75	25	0	0	13	50	38	13	13	63	13	13	13	50	25	25	0	63	13
STROTHER	21	7.7	630.3	71-6	61.8	61-6	56.0	0	29	48	24	10	38	38	14	0	29	57	14	5	43	33	19	0	5	76	19	5	14	62	19
STROUD	59	8.3	636.8	80-7	67.9	74-6	63.6	2	34	44	20	8	46	39	7	2	22	61	15	7	32	54	7	3	17	44	36	2	14	53	32
STUART	17	8.1	635.3	79-7	66.8	71-6	61.7	0	24	71	6	0	53	47	0	0	29	71	0	6	35	59	0	0	12	82	6	0	18	65	18
SULPHUR	77[1]	6.9	621.7	59-5	54.6	45-5	47.3	5	38	40	17	19	44	34	3	5	34	43	18	14	48	27	10	4	38	40	18	8	31	53	8

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

COPY 2 PROCESS NO. 19215975-9200-00185-2

STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/92
NORMS: SPRING

GRADE: 7
LEVEL: ADVANCED 1
FORM : K

WRITING TYPE: DESCRIPTIVE

LIST OF AVERAGES
FOR
OKLAHOMA

District Listing is Alphabetical.

		HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
DISTRICT NAME	NUMBER TESTED	MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
SWEETWATER	12	6.8	621.2	58-5	54.1	43-5	46.4	0	33	50	17	8	42	33	17	0	8	75	17	8	33	42	17	8	17	58	17	8	33	42	17
SWINK	3																														
TAHLEQUAH	184	7.3	626.2	66-6	58.6	54-5	52.0	5	27	54	14	7	46	42	5	5	37	52	6	12	33	47	8	4	24	51	21	8	30	45	17
TALIHINA	39	7.2	625.0	64-6	57.4	51-5	50.6	0	36	56	8	0	41	56	3	0	18	77	5	3	28	51	18	0	15	62	23	3	26	49	23
TALOGA	12	7.6	629.4	70-6	61.3	60-6	55.4	0	8	75	17	0	25	67	8	0	33	58	8	0	17	75	8	0	0	83	17	0	8	67	25
TANNEHILL	5																														
TECUMSEH	131	7.3	626.6	66-6	58.9	55-5	52.4	5	31	50	14	11	44	34	10	8	30	44	18	11	27	47	15	6	24	40	31	12	24	36	27
TEMPLE	20	8.3	636.8	80-7	67.9	74-6	63.4	0	25	70	5	0	60	35	5	0	25	75	0	0	50	50	0	0	40	60	0	0	20	75	5
TENKILLER	4																														
TERRAL	7	6.7	619.9	56-5	53.0	41-5	45.2	0	57	43	0	0	71	29	0	0	43	57	0	0	43	43	14	0	29	71	0	0	29	57	14
THACKERVILLE	21	8.8	642.9	87-7	73.4	83-7	70.2	0	0	43	57	0	19	67	14	0	29	71	0	5	33	43	19	0	19	62	19	5	33	52	10
THOMAS	29	7.1	624.5	63-6	57.1	50-5	50.2	14	24	45	17	10	24	48	17	3	34	52	10	0	31	34	34	0	14	38	48	17	3	38	41
TIAWAH	7	7.6	629.3	70-6	61.2	59-5	55.0	0	57	43	0	14	57	29	0	0	86	14	0	29	57	14	0	14	0	86	0	14	57	29	0
TIPTON	26	7.5	628.9	70-6	60.8	59-5	54.9	0	27	58	15	0	35	54	12	0	23	73	4	0	15	65	19	0	19	58	23	0	19	73	8
TISHOMINGO	64	6.5	618.0	52-5	51.2	37-4	43.1	9	34	52	5	8	63	28	2	6	55	38	2	11	47	38	5	3	39	45	13	9	25	56	9
TOM	10	8.3	637.3	81-7	68.6	75-6	64.0	0	0	10	90	0	0	80	20	0	20	30	50	0	0	70	30	0	10	80	10	0	0	60	40

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

COPY 2 PROCESS NO. 19215975-9200-00186-2

STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/92
NORMS: SPRING

GRADE: 7
LEVEL: ADVANCED 1
FORM : K

WRITING TYPE: DESCRIPTIVE

LIST OF AVERAGES
FOR
OKLAHOMA

District Listing is Alphabetical.

DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE
TONKAHA	47	6.3	614.8	47-5	48.6	32-4	40.1
TULSA	2334[1]	7.4	626.9	67-6	59.2	55-5	52.8
TUPELO	18	6.4	616.3	50-5	49.9	35-4	41.6
TURNER	14	5.8	609.6	39-4	43.9	23-4	34.3
TURPIN	27	6.9	621.8	59-5	54.7	44-5	47.0
TUSHKA	21	7.3	626.1	66-6	58.6	53-5	51.7
TUSKAHOMA	11	6.7	620.0	56-5	53.0	41-5	45.3
TUTTLE	90	7.3	626.4	66-6	58.8	54-5	52.2
TWIN HILLS	14	8.1	634.8	78-7	66.1	71-6	61.4
TYRONE	19	7.3	626.5	66-6	58.6	55-5	52.4
UNION	639[1]	7.4	627.5	68-6	59.7	56-5	53.3
UNION CITY	19	5.7	608.5	37-4	43.1	21-3	33.1
VALLIANT	64	8.1	635.4	79-7	66.6	72-6	62.0
VAMOOSA	3						
VANOSS	29	7.4	627.6	68-6	59.8	56-5	53.2
VARNUM	13	6.9	622.2	60-6	55.1	46-5	47.6

DISTRICT NAME	ANALYTIC SCORES BY AREA I 1	I 2	I 3	I 4	II 1	II 2	II 3	II 4	III 1	III 2	III 3	III 4	IV 1	IV 2	IV 3	IV 4	V 1	V 2	V 3	V 4	VI 1	VI 2	VI 3	VI 4
TONKAHA	6	30	60	4	6	55	34	4	4	34	57	4	6	38	55	0	4	23	68	4	4	32	60	4
TULSA	5	24	56	15	11	40	41	9	4	41	47	8	11	34	40	14	5	22	50	23	8	27	46	18
TUPELO	0	44	50	6	0	83	17	0	0	94	0	6	0	89	6	6	0	67	28	6	0	56	39	6
TURNER	21	71	7	0	14	64	21	0	7	79	14	0	29	50	21	0	7	36	50	7	7	14	79	0
TURPIN	0	22	48	30	0	15	48	37	0	30	52	19	0	15	30	56	0	22	19	59	7	19	52	22
TUSHKA	0	33	43	24	5	43	38	14	5	43	38	14	10	38	48	5	0	38	33	29	10	29	52	10
TUSKAHOMA	0	45	45	9	0	64	27	9	36	27	27	9	18	45	36	0	9	36	27	27	18	64	18	0
TUTTLE	1	17	62	20	3	26	46	26	1	30	47	22	9	20	47	24	3	13	64	19	6	16	60	19
TWIN HILLS	7	50	43	0	7	43	43	7	0	79	21	0	7	57	36	0	0	14	86	0	0	14	79	7
TYRONE	16	53	32	0	0	58	42	0	16	58	26	0	5	37	47	11	0	21	58	21	5	21	32	42
UNION	3	23	57	18	4	37	46	12	2	26	56	16	5	26	52	17	2	18	50	31	4	20	52	23
UNION CITY	0	84	16	0	5	47	47	0	0	84	16	0	11	58	21	11	0	89	5	5	16	68	11	5
VALLIANT	0	16	56	28	3	33	50	14	0	25	58	17	9	23	50	17	3	23	53	20	11	14	56	19
VAMOOSA																								
VANOSS	10	34	52	3	10	45	45	0	3	52	38	7	3	45	38	14	0	21	69	10	14	31	41	14
VARNUM	15	46	31	8	31	46	23	0	0	62	31	8	0	54	46	0	0	46	54	0	0	38	46	15

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

COPY 2

PROCESS NO. 19215975-9200-00187-2

STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

GRADE: 7
TEST DATE: 02/92 LEVEL: ADVANCED 1 WRITING TYPE: DESCRIPTIVE
NORMS: SPRING FORM : K

LIST OF AVERAGES
FOR
OKLAHOMA

District Listing is Alphabetical.

DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
VELMA-ALMA	51	6.2	613.9	46-5	47.8	30-4	39.0	4	39	51	6	0	45	51	4	8	43	45	4	2	35	59	4	2	22	67	10	8	31	49	12
VERDEN	15	7.1	623.7	62-6	56.5	49-5	49.3	7	27	47	20	0	33	47	20	0	27	73	0	0	40	53	7	0	40	33	27	0	47	27	27
VERDIGRIS	46	7.8	631.4	73-6	63.1	64-6	57.4	7	11	59	24	4	41	43	11	2	30	59	9	2	33	54	11	0	9	72	20	4	20	63	13
VIAN	51	7.0	622.6	60-6	55.4	47-5	48.3	2	6	75	18	8	55	35	2	2	53	37	8	2	55	41	2	2	41	45	12	2	51	37	10
VICI	22	8.4	638.0	82-7	69.1	76-6	64.7	0	9	55	36	0	27	55	18	0	36	41	23	0	23	55	23	0	9	45	45	0	27	41	32
VINITA	90[1]	7.6	629.2	70-6	61.2	60-6	55.4	7	36	43	14	10	50	30	10	6	43	42	9	19	46	27	9	6	36	48	11	12	34	44	9
WAGONER	128[1]	7.1	623.9	62-6	56.5	49-5	49.4	2	47	50	2	5	62	32	2	1	59	39	2	2	47	51	1	2	32	55	10	5	30	59	5
WAINWRIGHT	7	8.7	641.9	86-7	72.5	82-7	69.2	0	0	71	29	0	14	86	0	0	0	43	57	0	0	71	29	0	29	43	29	0	14	14	71
WAKITA	11	7.8	632.0	74-6	63.7	66-6	58.6	0	27	36	36	0	9	64	27	0	18	45	36	0	55	36	9	0	9	64	27	0	36	27	36
WALTERS	54	6.6	618.7	54-5	52.0	39-4	44.0	4	17	67	13	2	37	50	11	0	22	76	2	9	28	50	13	4	15	57	24	4	30	52	15
WANETTE	20	8.1	635.1	78-7	66.5	71-6	61.6	0	30	60	10	0	45	45	10	0	15	65	20	0	20	60	20	0	20	55	25	0	20	55	25
WAPANUCKA	14	7.9	632.4	75-6	64.1	66-6	58.6	0	50	36	14	0	43	50	7	0	57	36	7	0	21	50	29	0	14	57	29	0	64	29	7
WARNER	49	6.8	620.3	56-5	53.4	42-5	45.7	2	31	59	8	4	53	35	8	2	33	53	12	6	12	63	18	0	14	55	31	0	12	55	33
WASHINGTON	52	7.6	629.6	71-6	61.5	60-6	55.4	8	19	52	21	0	44	35	21	0	42	50	8	4	35	37	25	2	19	44	35	0	12	75	13
WASHITA HEIGHTS	17	8.2	636.6	80-7	67.8	74-6	63.3	0	18	41	41	0	24	65	12	0	29	53	18	6	6	18	71	6	12	35	47	0	0	47	53
WATONGA	48	5.6	607.2	35-4	42.0	20-3	32.4	15	46	31	8	19	48	29	4	4	58	27	10	6	46	40	8	2	25	52	21	13	17	63	8

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

COPY 2 PROCESS NO. 19215975-9200-00188-2

STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/92
NORMS: SPRING

GRADE: 7
LEVEL: ADVANCED 1
FORM : K

WRITING TYPE: DESCRIPTIVE

LIST OF AVERAGES
FOR
OKLAHOMA

District Listing is Alphabetical.

DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
WATSON	10	8.9	643.9	87-7	73.8	84-7	70.6	0	10	60	30	0	10	60	30	10	40	30	20	0	0	60	40	0	10	60	30	0	10	70	20
WATTS	24	8.3	637.2	81-7	68.4	75-6	63.9	4	4	67	25	4	25	50	21	4	29	50	17	17	29	46	8	8	29	50	13	17	33	42	8
WAUKOMIS	33	7.9	632.7	75-6	64.4	67-6	59.0	0	48	48	3	9	48	36	6	3	33	58	6	6	48	33	12	0	21	67	12	6	21	52	21
WAURIKA	33	6.7	619.7	55-5	52.6	40-5	44.7	6	45	48	0	12	61	24	3	3	39	55	3	3	36	58	3	6	27	64	3	3	30	55	12
WAYNE	20	6.8	620.3	56-5	53.3	42-5	45.5	0	30	65	5	5	65	30	0	5	55	35	5	0	35	55	10	10	10	65	15	5	50	35	10
WAYNOKA	18	6.6	618.1	53-5	51.7	39-4	43.9	17	33	39	11	22	56	11	11	0	50	50	0	6	22	39	33	0	17	56	28	6	22	33	39
WEATHERFORD	112[1]	6.9	621.9	59-5	54.8	45-5	47.3	4	31	52	13	14	25	51	10	4	22	51	22	10	31	51	8	2	17	53	29	3	20	59	19
WEAVER	3																														
WEBBERS FALLS	29	7.2	625.7	65-6	58.1	53-5	51.3	0	24	72	3	7	41	41	10	[illegible]	34	66	0	10	34	55	0	3	14	76	7	3	10	62	24
WELCH	29[1]	7.1	624.2	63-6	57.0	50-5	50.2	0	34	41	24	3	34	41	21	0	21	41	38	17	34	28	21	0	28	48	24	10	21	59	10
WELEETKA	24	6.6	618.9	54-5	52.2	39-4	44.3	0	21	67	13	13	50	33	4	0	25	42	33	25	38	29	8	4	25	46	25	8	29	38	25
WELLSTON	49	7.7	631.1	73-6	62.8	63-6	57.0	0	20	65	14	6	47	37	10	0	51	39	10	12	47	29	12	10	24	51	14	10	43	29	18
WESTERN HGTS	175	7.4	627.1	67-6	59.4	56-5	53.1	3	29	51	17	9	36	41	15	2	25	63	10	5	34	47	14	5	22	51	22	7	25	52	15
WESTVILLE	76	6.6	619.1	55-5	52.4	40-5	44.7	9	49	32	11	16	47	30	7	3	46	39	12	13	42	34	11	9	45	36	11	9	42	42	7
WETUMKA	39	6.4	616.5	50-5	50.1	35-4	41.8	18	28	44	10	28	38	31	3	5	62	31	3	10	62	23	5	3	38	54	5	10	44	38	8
WEWOKA	49	7.1	623.7	62-6	56.4	49-5	49.3	2	24	59	14	20	45	22	12	0	39	49	12	2	53	39	6	2	31	61	6	12	33	51	4

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

COPY 2 PROCESS NO. 19215975-9200-00189-2

STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/92
NORMS: SPRING

GRADE: 7
LEVEL: ADVANCED 1
FORM : K

WRITING TYPE: DESCRIPTIVE

LIST OF AVERAGES
FOR
OKLAHOMA

District Listing is Alphabetical.

DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	ANALYTIC SCORES BY AREA I 1	I 2	I 3	I 4	II 1	II 2	II 3	II 4	III 1	III 2	III 3	III 4	IV 1	IV 2	IV 3	IV 4	V 1	V 2	V 3	V 4	VI 1	VI 2	VI 3	VI 4
WHITE OAK	14	8.1	634.8	78-7	66.0	70-6	61.2	0	36	36	29	0	29	43	29	14	29	43	14	0	7	43	50	0	7	29	64	7	21	64	7
WHITE ROCK	9	7.8	631.6	74-6	63.2	65-6	57.9	0	44	11	44	0	44	33	22	0	33	22	44	0	22	22	56	0	22	33	44	0	22	33	44
WHITEBEAD	24	7.8	632.1	74-6	63.7	66-6	58.6	8	17	29	46	21	21	25	33	8	13	17	63	8	17	67	8	8	25	46	21	8	21	46	25
WHITEFIELD	2																														
WHITESBORO	8	7.1	624.4	63-6	56.7	49-5	49.7	0	63	38	0	50	38	13	0	0	75	25	0	0	50	50	0	0	38	38	25	25	63	13	0
WICKLIFFE	9	8.2	636.4	80-7	67.8	74-6	63.2	0	0	33	67	0	0	44	56	0	0	67	33	0	0	11	89	0	0	22	78	0	0	56	44
WILBURTON	84[1]	7.3	626.3	66-6	58.8	54-5	52.1	6	23	54	18	4	32	49	15	6	35	51	8	7	23	58	12	4	14	69	13	11	25	55	10
WILSON	33	7.0	623.3	61-6	56.1	48-5	48.8	3	15	67	15	3	15	79	3	3	30	58	9	3	24	67	6	0	21	48	30	0	18	39	42
WILSON - HENRYETTA	15	8.4	638.4	82-7	69.3	77-7	65.3	0	40	47	13	0	40	53	7	0	20	60	20	7	40	53	0	0	27	73	0	0	27	67	7
WISTER	25	7.5	628.7	69-6	60.7	58-5	54.4	4	12	80	4	8	56	28	8	0	60	40	0	8	40	36	16	4	36	44	16	4	20	60	16
WOODALL	5																														
WOODLAND	42[1]	6.6	618.4	53-5	51.7	38-4	43.7	5	55	38	2	2	64	31	2	0	62	31	7	12	57	24	7	10	40	43	7	12	36	43	10
WOODWARD	203[1]	6.8	621.2	58-5	54.2	44-5	46.6	7	43	40	10	9	54	31	6	4	47	37	12	4	50	39	6	2	31	52	14	6	37	46	11
WRIGHT CITY	36[1]	6.8	621.3	58-5	54.2	43-5	46.3	6	38	47	9	6	65	26	3	3	71	18	9	18	53	26	3	15	47	29	9	29	35	26	9
WYANDOTTE	40	8.4	638.1	81-7	68.8	76-6	64.8	0	23	48	30	13	35	38	15	3	30	55	13	8	33	38	23	5	33	40	23	5	20	58	18
WYNNEWOOD	53	6.8	620.7	57-5	53.8	43-5	46.2	6	47	43	4	6	64	28	2	4	66	26	4	8	38	49	6	6	23	45	26	4	30	58	8

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

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COPY 3 PROCESS NO. 19215975-9200-00221-3

THE PSYCHOLOGICAL CORPORATION
HARCOURT BRACE JOVANOVICH, INC.

STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/92
NORMS: SPRING

GRADE: 7
LEVEL: ADVANCED 1
FORM : K

WRITING TYPE: DESCRIPTIVE

LIST OF AVERAGES
FOR
OKLAHOMA

District Listing is Alphabetical.

PAGE 36

DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	ANALYTIC SCORES BY AREA																									
								I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
WYNONA	8	7.1	624.4	63-6	57.1	51-5	50.3	0	0	75	25	0	13	75	13	0	13	75	13	0	0	88	13	0	0	38	63	0	0	38	63
YALE	37	6.4	616.7	51-5	50.4	36-4	42.3	11	22	62	5	14	46	38	3	14	32	51	3	14	27	49	11	8	19	51	22	16	11	51	22
YARBROUGH	6	6.5	617.5	51-5	50.6	36-4	42.2	0	33	67	0	0	83	17	0	0	83	17	0	0	67	33	0	0	50	50	0	0	50	50	0
YUKON	425	6.7	619.6	55-5	52.8	41-5	45.1	7	35	45	13	12	45	34	9	4	35	48	13	7	36	43	14	3	21	52	24	4	25	52	20
ZANEIS	12	6.1	612.9	44-5	46.8	29-4	38.1	0	67	25	8	0	67	25	8	0	67	17	17	0	50	33	17	0	42	42	17	0	50	33	17
ZION	15	5.9	611.3	42-5	45.5	26-4	36.3	27	40	33	0	33	47	20	0	13	53	20	13	13	27	53	7	13	27	53	7	33	53	13	0

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

COPY 2 PROCESS NO. 19215975-9200-00191-2

APPENDIX D

LIST OF AVERAGES--DISTRICT LEVEL RESULTS:

Grade 10--1992

GRADE 10

NOTE: Appendix D of this report offers district level test results. Deleted from these reports were scores from school districts in which five or fewer students were tested at any given grade level. This was done to protect the privacy of individual students in those districts.

STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/92
NORMS: SPRING

GRADE: 10
LEVEL: TASK 2
FORM : K

WRITING TYPE: DESCRIPTIVE

LIST OF AVERAGES
FOR
OKLAHOMA

District Listing is Alphabetical.

DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
STATE SUMMARY	32388[1]	7.6	642.8	57-5	53.5	50-5	50.0	2	23	58	17	3	33	51	14	2	23	62	13	6	29	47	19	4	23	47	26	6	24	45	25
ACHILLE	17	7.1	637.3	47-5	48.5	39-4	44.3	0	24	59	18	6	29	47	18	0	18	59	24	6	41	47	6	12	6	59	24	6	41	41	12
ADA	125	8.0	647.3	64-6	57.3	59-5	54.8	1	14	68	18	2	22	55	21	0	18	65	17	4	18	57	22	2	22	51	25	3	21	53	23
ADAIR	52	8.4	651.5	70-6	60.9	66-6	58.5	10	17	62	12	0	48	48	4	0	13	79	8	13	25	52	10	13	23	44	19	8	23	50	19
AFTON	33	7.1	637.3	48-5	48.8	40-5	44.7	0	24	67	9	0	21	73	6	0	3	94	3	6	21	73	0	3	30	58	9	6	45	48	0
AGRA	20	9.0	657.7	78-7	66.5	77-7	65.5	0	5	65	30	0	5	65	30	0	25	55	20	0	5	75	20	0	40	55	5	0	50	40	10
ALEX	19	6.6	632.4	40-5	44.4	30-4	39.0	0	21	79	0	0	42	53	5	0	32	63	5	5	37	53	5	0	42	37	21	0	21	42	37
ALINE-CLEO	11	7.9	645.8	61-6	55.9	56-5	52.9	27	36	36	0	0	27	64	9	0	27	73	0	0	36	36	27	0	27	64	9	9	0	64	27
ALLEN	30	8.5	652.4	71-6	61.6	68-6	59.7	0	7	70	23	0	33	50	17	10	23	53	13	13	30	47	10	13	17	53	17	13	30	47	10
ALLUWE	13	7.1	637.4	48-5	49.0	39-4	44.1	0	23	69	8	0	62	38	0	0	38	54	8	23	62	8	8	0	54	38	8	38	23	38	0
ALTUS	260[1]	7.6	643.2	58-5	54.0	51-5	50.5	3	25	54	18	2	27	54	16	1	23	63	12	5	29	51	15	3	22	48	27	3	25	45	27
ALVA	51[1]	7.4	640.8	53-5	51.7	46-5	47.9	0	27	53	20	0	39	45	16	0	20	63	18	6	18	47	29	0	10	49	41	0	16	51	33
AMBER-POCASSET	40	8.2	649.0	66-6	58.7	62-6	56.4	3	10	68	20	3	30	58	10	3	5	65	28	5	30	48	18	3	38	35	25	3	13	60	25
AMES	10	9.7	666.6	88-7	74.7	87-7	73.6	0	10	70	20	0	40	50	10	0	10	80	10	0	40	30	30	0	20	60	20	10	20	50	20
ANADARKO	114	7.5	641.8	55-5	52.6	48-5	49.1	4	23	48	25	2	29	48	21	2	21	59	18	1	27	51	21	2	24	51	24	3	26	46	25
ANTLERS	61	7.7	643.2	57-5	53.9	51-5	50.7	0	16	64	20	2	21	59	18	0	38	54	8	2	30	52	16	0	15	41	44	2	30	34	34
ARAPAHO	21	7.5	641.6	54-5	52.1	47-5	48.5	0	19	71	10	0	29	62	10	0	43	48	10	0	33	52	14	0	38	43	19	19	19	52	10

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/92
NORMS: SPRING

GRADE: 10
LEVEL: TASK 2
FORM : K

WRITING TYPE: DESCRIPTIVE

LIST OF AVERAGES
FOR
OKLAHOMA

District Listing is Alphabetical.

DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES						ANALYTIC SCORES BY AREA I				II				III				IV				V				VI			
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
ARDMORE	185[1]	7.4	641.0	54-5	51.9	46-5	48.0	2	22	62	14	4	32	52	12	6	23	59	12	14	30	40	17	8	30	35	27	9	28	39	23
ARKOMA	18[1]	6.7	633.3	41-5	45.4	32-4	40.1	0	29	65	6	0	76	18	6	0	12	82	6	0	6	35	59	0	0	29	71	6	6	41	47
ARNETT	10	8.5	652.4	71-6	61.8	68-6	59.6	0	20	70	10	0	40	40	20	0	20	60	20	0	60	30	10	0	20	40	40	20	20	40	20
ASHER	17	9.9	668.8	89-8	76.3	89-8	75.8	0	0	59	41	0	24	71	6	0	0	100	0	0	0	94	6	0	0	53	47	0	0	88	12
ATOKA	73[1]	7.8	644.7	60-6	55.1	54-5	51.9	1	36	52	11	1	36	56	7	0	22	70	8	12	29	52	7	4	26	62	8	10	27	55	8
BALKO	15	7.5	641.1	54-5	51.9	47-5	48.2	7	27	60	7	7	53	33	7	7	40	47	7	7	13	73	7	0	20	67	13	0	40	47	13
BARNSDALL	31	8.6	653.4	73-6	62.6	70-6	61.1	0	3	58	39	0	10	74	16	0	3	84	13	0	35	58	6	0	6	71	23	0	39	39	23
BARTLESVILLE	439[1]	7.7	644.4	59-5	54.9	53-5	51.7	2	19	54	25	3	27	45	24	1	26	52	21	3	23	43	31	2	16	44	38	4	22	42	32
BATTIEST	18[1]	5.2	618.4	21-3	32.9	12-3	25.0	0	44	56	0	0	39	61	0	0	11	89	0	17	22	61	0	17	22	56	6	6	33	61	0
BEAVER	27	6.9	635.4	45-5	47.1	36-4	42.6	7	44	48	0	7	41	52	0	0	15	85	0	11	26	63	0	4	26	70	0	11	26	63	0
BEGGS	48	7.3	638.8	50-5	49.9	42-5	45.8	6	44	42	8	4	33	50	13	0	46	46	8	6	23	56	15	2	21	50	27	6	23	48	23
BENNINGTON	13	7.3	639.6	52-5	50.8	44-5	46.8	8	54	31	8	8	38	46	8	0	8	54	38	0	23	54	23	0	15	69	15	0	0	77	23
BERRYHILL	69	7.1	637.0	47-5	48.5	39-4	44.2	3	32	54	12	3	39	51	7	0	17	80	3	4	16	70	10	0	25	61	14	1	23	64	12
BETHANY	68[1]	7.1	637.0	47-5	48.4	38-4	43.7	1	16	56	26	1	21	57	21	0	18	71	12	9	40	41	10	3	18	38	41	7	18	31	44
BETHEL	68[1]	7.5	641.2	54-5	52.1	46-5	48.1	3	25	65	7	3	29	56	12	3	25	62	10	9	31	41	19	9	28	49	15	19	34	37	10
BIG CABIN	8	7.8	645.1	61-6	55.9	53-5	51.7	0	38	63	0	0	25	75	0	0	38	63	0	0	25	63	13	0	38	25	38	0	13	88	0

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

COPY 1

PROCESS NO. 19215975-9200-00324-1

THE PSYCHOLOGICAL CORPORATION
HARCOURT BRACE JOVANOVICH, INC.

STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/92
NORMS: SPRING

GRADE: 10
LEVEL: TASK 2
FORM : K

WRITING TYPE: DESCRIPTIVE

LIST OF AVERAGES
FOR
OKLAHOMA

District Listing is Alphabetical.

DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	ANALYTIC SCORES BY AREA I 1	I 2	I 3	I 4	II 1	II 2	II 3	II 4	III 1	III 2	III 3	III 4	IV 1	IV 2	IV 3	IV 4	V 1	V 2	V 3	V 4	VI 1	VI 2	VI 3	VI 4
BIG PASTURE	18	7.2	637.8	48-5	48.8	40-5	44.5	0	0	83	17	0	22	56	22	0	6	89	6	11	6	17	67	11	17	28	44	11	28	28	33
BILLINGS	6	5.8	624.3	28-4	37.8	17-3	30.0	0	50	50	0	0	67	17	17	0	0	83	17	0	0	83	17	0	33	33	33	17	17	33	33
BINGER - ONEY	21	6.8	633.8	42-5	45.5	32-4	40.1	0	5	71	24	0	67	24	10	0	24	71	5	0	14	76	10	0	0	71	29	0	24	57	19
BIXBY	158	8.1	647.6	64-6	57.6	60-6	55.1	3	16	54	27	0	26	55	19	1	20	66	13	2	28	54	15	1	26	53	21	4	18	55	23
BLACKWELL	107[1]	7.6	643.4	58-5	54.1	51-5	50.6	4	29	55	12	6	41	41	12	1	25	67	7	7	37	44	12	4	36	44	16	6	33	45	17
BLAIR	26	8.0	647.2	63-6	57.2	59-5	54.5	0	23	62	15	0	35	46	19	0	23	54	23	12	19	58	12	4	8	65	23	4	27	42	27
BLANCHARD	59	8.8	655.3	75-6	64.3	73-6	63.0	0	8	56	36	0	19	56	25	0	7	63	31	0	15	59	25	3	29	47	20	3	20	51	25
BLUEJACKET	12	8.7	654.0	74-6	63.2	71-6	61.9	0	42	33	25	0	50	25	25	0	17	50	33	8	58	0	33	0	50	42	8	0	33	50	17
BOISE CITY	27	8.6	653.2	72-6	62.4	70-6	60.9	0	26	44	30	0	15	67	19	0	4	63	33	0	7	59	33	0	15	67	19	4	41	41	15
BOKOSHE	16	6.9	634.9	44-5	46.6	35-4	41.6	13	25	50	13	6	63	25	6	0	19	56	25	6	50	25	19	6	13	63	19	13	19	50	19
BOLEY	10[1]	6.0	626.1	31-4	39.5	21-3	32.7	0	40	60	0	10	60	30	0	10	40	50	0	20	30	50	0	30	30	40	0	10	50	30	10
BOONE-APACHE	37	8.2	648.7	66-6	58.5	61-6	55.8	0	0	78	22	0	19	68	14	0	8	81	11	0	11	76	14	0	16	49	35	0	5	54	41
BOSWELL	22	6.8	634.5	44-5	46.6	33-4	40.8	0	45	45	9	0	55	41	5	0	23	59	18	14	18	55	14	5	32	50	14	23	18	23	36
BOWLEGS	18	7.6	641.9	55-5	52.7	49-5	49.2	0	28	61	11	17	50	33	0	0	22	61	17	0	61	33	6	0	11	61	28	6	17	67	11
BOYNTON	17	8.1	647.2	63-6	57.0	59-5	54.6	0	0	76	24	0	12	82	6	0	18	76	6	6	41	53	0	0	41	41	18	0	18	59	24
BRAGGS	13	8.2	648.0	64-6	57.7	61-6	55.9	0	0	23	77	0	8	54	38	0	46	46	8	0	23	54	23	0	8	8	85	0	0	0	100

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

COPY 1 PROCESS NO. 19215975-9200-00325-1

STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/92
NORMS: SPRING

GRADE: 10
LEVEL: TASK 2
FORM : K

WRITING TYPE: DESCRIPTIVE

LIST OF AVERAGES
FOR
OKLAHOMA

District Listing is Alphabetical.

DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
BRAMAN	10	8.5	652.8	72-6	62.2	68-6	59.7	0	20	40	40	0	20	40	40	0	50	20	30	0	10	40	50	0	40	20	40	0	30	40	30
BRAY-DOYLE	26	7.7	644.2	59-5	54.8	53-5	51.3	8	50	27	15	0	31	58	12	0	19	77	4	0	19	46	35	0	12	46	42	0	15	46	38
BRIDGE CREEK	60	7.1	637.3	48-5	48.7	39-4	44.2	2	27	55	17	2	25	58	15	0	28	63	8	3	38	48	10	0	23	57	20	3	22	52	23
BRISTOW	96[1]	8.0	646.6	63-6	56.7	57-5	53.9	3	25	63	8	2	17	66	15	1	34	60	5	4	24	56	16	4	25	59	12	6	35	46	13
BROKEN ARROW	872[1]	7.9	645.8	61-6	56.1	56-5	53.2	3	17	58	23	2	30	53	16	5	20	55	20	5	28	46	21	3	23	44	30	5	26	41	28
BROKEN BOW	142	7.5	641.7	55-5	52.4	48-5	48.9	0	22	70	8	4	32	58	6	2	34	57	7	8	39	39	14	6	20	47	27	7	20	49	24
BUFFALO	30	7.1	637.4	48-5	48.8	39-4	44.3	0	17	70	13	0	30	47	23	0	7	80	13	0	23	40	37	0	0	63	37	3	17	40	40
BUFFALO VALLEY	18	8.1	647.9	64-6	57.8	59-5	54.9	0	22	72	6	0	39	61	0	0	0	94	6	17	33	50	0	11	39	50	0	6	11	83	0
BURLINGTON	9	8.3	650.2	68-6	59.9	66-6	58.4	0	0	100	0	0	22	78	0	0	22	78	0	0	33	56	11	0	33	33	33	0	11	56	33
BURNS FLAT	30	8.5	652.0	70-6	61.3	67-6	59.4	0	3	67	30	0	7	63	30	0	7	67	27	7	30	43	20	0	7	43	50	0	7	53	40
BUTLER	13	7.4	640.1	52-5	51.0	45-5	47.4	0	31	69	0	0	62	38	0	0	23	77	0	0	38	46	15	0	23	69	8	0	23	46	31
BUTNER	21	7.3	639.8	52-5	50.9	44-5	46.8	0	0	81	19	0	10	81	10	0	38	43	19	5	52	29	14	10	14	29	48	0	5	48	48
BYNG	104	7.0	635.7	45-5	47.3	36-4	42.6	3	24	69	4	4	35	61	1	0	20	75	5	6	32	56	7	4	17	59	20	0	15	63	22
CACHE	70[1]	7.6	642.6	56-5	53.3	49-5	49.7	1	39	50	10	1	39	50	10	0	17	70	13	6	29	46	20	1	33	47	19	6	33	46	16
CADDO	26	8.5	652.2	71-6	61.5	69-6	60.5	0	15	62	23	0	19	69	12	0	19	62	19	0	46	50	4	4	27	50	19	0	38	50	12
CALERA	25	6.6	632.1	39-4	44.2	29-4	38.6	8	40	48	4	8	52	36	4	8	52	32	8	8	44	48	0	8	36	48	8	8	40	48	4

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

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THE PSYCHOLOGICAL CORPORATION
HARCOURT BRACE JOVANOVICH, INC.

STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/92
NORMS: SPRING

GRADE: 10
LEVEL: TASK 2
FORM : K

WRITING TYPE: DESCRIPTIVE

LIST OF AVERAGES
FOR
OKLAHOMA

District Listing is Alphabetical.

		HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
DISTRICT NAME	NUMBER TESTED	MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
CALUMET	13	7.3	639.4	50-5	50.1	43-5	46.2	0	8	92	0	0	8	92	0	0	15	85	0	54	8	38	0	8	15	54	23	0	8	77	15
CALVIN	11[1]	8.4	651.6	70-6	61.0	65-6	58.3	0	9	73	18	0	36	45	18	0	0	91	9	0	9	82	9	0	18	55	27	0	18	64	18
CAMERON	17	8.8	655.4	75-6	64.3	75-6	63.9	0	18	71	12	0	41	59	0	6	47	41	6	24	47	29	0	12	41	47	0	6	41	41	12
CANADIAN	16	7.9	645.3	60-6	55.3	55-5	52.5	13	44	44	0	0	13	88	0	0	44	50	6	0	31	63	6	0	44	44	13	6	38	38	19
CANEY	17	5.2	617.8	20-3	32.5	11-3	23.9	6	35	47	12	0	53	35	12	0	6	76	18	12	29	47	12	0	47	47	6	0	35	59	6
CANEY VALLEY	43	8.5	652.8	72-6	62.2	68-6	60.1	0	16	53	30	2	16	53	28	0	7	67	26	9	26	42	23	2	14	51	33	0	23	44	33
CANTON	24	8.5	653.3	72-6	62.5	68-6	60.0	0	17	71	13	8	38	42	13	0	13	83	4	8	25	42	25	13	42	42	4	13	58	25	4
CANUTE	20	7.9	645.8	61-6	55.9	56-5	53.1	5	35	60	0	5	65	25	5	0	35	55	10	0	35	55	10	10	30	55	5	15	40	45	0
CARMEN-DACOMA	17	7.4	640.3	52-5	51.0	45-5	47.4	0	29	41	29	0	29	35	35	0	24	65	12	12	29	29	29	0	24	29	47	0	24	12	65
CARNEGIE	45	7.1	637.0	47-5	48.3	38-4	43.8	0	18	60	22	0	31	40	29	2	20	58	20	9	33	38	20	2	27	44	27	9	24	44	22
CARNEY	10[1]	6.9	635.1	44-5	46.9	36-4	42.3	0	40	60	0	0	60	40	0	10	60	30	0	0	50	40	10	10	20	50	20	0	20	70	10
CARTER	11	7.1	637.1	47-5	48.4	39-4	43.9	0	0	45	55	0	27	45	27	0	82	18	0	0	36	55	9	0	45	45	9	0	18	45	36
CASHION	21	7.2	638.4	49-5	49.5	40-5	44.9	0	5	67	29	0	14	76	10	0	14	76	10	14	14	38	33	0	29	24	48	10	14	52	24
CATOOSA	113[1]	7.7	643.5	58-5	54.2	52-5	50.8	2	21	62	15	1	29	63	7	1	17	76	6	4	42	46	7	1	32	61	6	3	38	48	11
CAVE SPRINGS	15	7.1	636.7	46-5	47.6	37-4	43.0	0	7	67	27	0	13	73	13	0	7	80	13	0	53	27	20	0	60	20	20	0	60	27	13
CEMENT	19	5.5	620.7	24-4	35.2	14-3	27.2	47	37	16	0	0	74	26	0	0	42	58	0	0	16	84	0	0	0	95	5	0	32	63	5

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

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COPY 1 PROCESS NO. 19215975-9200-00327-1

STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/92
NORMS: SPRING

GRADE: 10
LEVEL: TASK 2
FORM : K

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LIST OF AVERAGES
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OKLAHOMA

District Listing is Alphabetical.

		HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
								I				II				III				IV				V				VI			
DISTRICT NAME	NUMBER TESTED	MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
CENTRAL	20	4.9	614.5	17-3	29.9	8-2	20.8	25	55	20	0	35	50	15	0	0	50	50	0	35	30	35	0	15	55	30	0	0	50	50	0
CENTRAL HIGH	19	7.2	637.7	48-5	48.7	40-5	44.5	0	37	63	0	5	74	21	0	0	37	63	0	11	26	58	5	0	32	63	5	5	37	58	0
CHANDLER	59	9.6	664.7	86-7	72.7	85-7	71.8	0	8	56	36	0	12	53	36	0	3	71	25	2	12	53	34	0	12	37	51	0	14	31	56
CHATTANOOGA	6	6.5	631.0	38-4	43.3	28-4	37.9	0	67	33	0	0	100	0	0	0	33	67	0	17	0	83	0	0	17	83	0	0	50	17	33
CHECOTAH	81	7.2	638.7	50-5	50.1	42-5	45.5	0	17	73	10	1	53	38	7	0	28	67	5	5	26	62	7	4	20	57	20	5	20	59	16
CHELSEA	55	8.2	648.8	66-6	58.7	62-6	56.5	4	29	62	5	0	31	60	9	0	25	67	7	4	25	49	22	2	25	56	16	20	24	45	11
CHEROKEE	28[1]	7.8	644.9	60-6	55.3	53-5	51.7	0	18	64	18	0	14	71	14	0	7	68	25	4	14	36	46	0	21	50	29	4	21	39	36
CHEYENNE	9	7.2	638.8	50-5	49.9	42-5	45.5	0	22	67	11	0	33	56	11	0	22	67	11	11	22	56	11	0	56	44	0	0	22	78	0
CHICKASHA	153[1]	7.0	636.6	47-5	48.2	38-4	43.3	4	30	52	14	5	44	40	11	3	33	59	5	10	35	44	12	8	25	38	29	11	24	37	28
CHISHOLM	63	7.7	644.0	59-5	54.5	54-5	51.9	3	25	57	14	6	38	46	10	2	22	68	8	14	32	52	2	8	14	49	29	11	22	49	17
CHOCTAW/NICOMA PARK	252[1]	7.3	639.6	52-5	50.8	44-5	46.6	2	24	58	17	4	33	49	13	0	26	57	17	7	40	39	14	2	22	54	21	2	22	54	22
CHOUTEAU-MAZIE	40	7.7	643.6	58-5	54.2	51-5	50.7	0	33	55	13	0	43	45	13	0	33	63	5	8	25	60	8	0	18	63	20	3	23	48	28
CLAREMORE	237[1]	7.5	641.8	55-5	52.6	48-5	49.1	2	17	59	22	1	32	51	16	0	24	62	13	4	24	53	19	3	17	47	33	6	24	42	29
CLAYTON	27	8.4	651.1	69-6	60.5	67-6	59.4	0	11	37	52	0	15	52	33	0	4	44	52	4	7	52	37	0	22	30	48	0	26	30	44
CLEVELAND	106	7.6	643.0	57-5	53.7	50-5	50.2	4	22	58	16	6	27	52	15	1	14	72	13	13	24	44	19	10	28	38	24	16	26	44	13
CLINTON	119	7.7	643.4	57-5	53.8	51-5	50.7	2	22	66	11	3	36	50	10	2	31	51	16	3	27	59	11	2	19	55	24	3	21	51	24

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
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STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/92
NORMS: SPRING

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LEVEL: TASK 2
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LIST OF AVERAGES
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OKLAHOMA

District Listing is Alphabetical.

DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I 1	I 2	I 3	I 4	II 1	II 2	II 3	II 4	III 1	III 2	III 3	III 4	IV 1	IV 2	IV 3	IV 4	V 1	V 2	V 3	V 4	VI 1	VI 2	VI 3	VI 4
COALGATE	46	7.0	636.1	46-5	47.7	37-4	43.2	7	33	61	0	13	39	48	0	4	33	63	0	15	43	39	2	11	52	37	0	4	52	43	0
COLBERT	50	7.5	641.7	55-5	52.4	48-5	48.9	0	10	70	20	0	38	54	8	0	20	72	8	12	22	62	4	0	24	66	10	2	30	54	14
COLCORD	40	6.6	632.3	40-5	44.5	30-4	39.2	5	33	53	10	5	40	48	8	5	28	58	10	3	35	38	25	5	33	43	20	15	20	50	15
COLEMAN	19	9.6	664.1	85-7	72.1	85-7	72.2	0	0	63	37	0	11	47	42	0	0	84	16	0	0	0	100	0	0	0	100	0	0	11	89
COLLINSVILLE	107	7.9	646.0	62-6	56.4	56-5	53.0	1	30	51	18	1	23	57	19	0	16	74	10	4	35	50	11	3	21	52	23	4	18	55	23
COMANCHE	60	8.1	647.4	64-6	57.4	60-6	55.1	0	20	78	2	2	30	63	5	0	25	62	13	8	22	52	18	3	30	45	22	13	22	40	25
COMMERCE	40[1]	7.7	643.9	59-5	54.6	52-5	50.9	0	18	54	28	0	36	41	23	0	23	69	8	5	46	38	10	0	26	41	33	10	18	38	33
COPAN	27	7.3	639.0	51-5	50.3	43-5	46.1	0	19	70	11	0	41	56	4	0	7	78	15	15	19	52	15	7	52	41	0	4	41	48	7
CORDELL	31	8.2	649.6	67-6	59.3	62-6	56.6	0	16	58	26	0	23	61	16	0	6	68	26	0	26	42	32	0	16	23	61	0	6	52	42
COVINGTON-DOUGLAS	15	9.3	661.1	82-7	69.4	80-7	68.0	0	7	60	33	0	0	60	40	0	0	73	27	0	27	53	20	0	7	73	20	0	7	73	20
COWETA	115[1]	7.7	643.7	59-5	54.5	52-5	51.1	2	18	60	20	0	29	56	15	0	16	70	14	8	26	39	26	3	28	38	32	3	37	40	20
COYLE	25	7.7	643.7	58-5	54.3	52-5	50.8	0	20	72	8	0	52	48	0	0	8	92	0	0	44	48	8	0	20	56	24	0	24	60	16
CRESCENT	33	8.4	651.4	70-6	60.9	67-6	59.1	0	6	73	21	0	48	39	12	0	9	70	21	0	6	61	33	3	12	52	33	6	6	55	33
CROOKED OAK	34	7.1	637.4	48-5	49.1	40-5	44.7	12	32	53	3	12	44	38	6	12	41	41	6	21	26	32	21	3	24	47	26	15	21	38	26
CROWDER	31	7.2	638.0	49-5	49.2	40-5	44.9	16	16	55	13	3	23	68	6	3	48	48	0	0	52	48	0	0	29	39	32	0	6	55	39
CUSHING	100[1]	7.7	643.9	58-5	54.3	53-5	51.3	2	22	65	11	3	32	48	16	2	31	57	10	6	17	51	26	3	22	58	17	4	32	48	15

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/92
NORMS: SPRING

GRADE: 10
LEVEL: TASK 2
FORM : K

WRITING TYPE: DESCRIPTIVE

LIST OF AVERAGES
FOR
OKLAHOMA

District Listing is Alphabetical.

DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	ANALYTIC SCORES BY AREA I 1	I 2	I 3	I 4	II 1	II 2	II 3	II 4	III 1	III 2	III 3	III 4	IV 1	IV 2	IV 3	IV 4	V 1	V 2	V 3	V 4	VI 1	VI 2	VI 3	VI 4
CUSTER CITY	17[1]	7.6	642.6	56-5	53.2	50-5	50.0	0	35	65	0	6	65	24	6	0	35	59	6	6	12	59	24	6	12	76	6	12	53	35	0
CYRIL	18	7.3	639.7	51-5	50.7	43-5	46.5	0	11	83	6	0	17	78	6	0	28	72	0	0	17	67	17	0	17	56	28	17	17	56	11
DALE	44	6.9	635.1	44-5	46.9	35-4	42.0	0	18	73	9	7	55	34	5	2	16	77	5	14	25	39	23	11	25	36	27	23	23	36	18
DAVENPORT	23	9.0	657.2	78-7	66.1	77-7	65.2	0	13	57	30	4	43	48	4	0	17	78	4	9	39	48	4	4	22	65	9	4	39	52	4
DAVIDSON	4																														
DAVIS	55	7.3	639.6	51-5	50.7	43-5	46.5	0	20	60	20	0	27	56	16	0	4	73	24	9	16	56	18	2	15	40	44	0	11	67	22
DEER CREEK	61	8.9	656.0	76-6	65.0	75-6	63.9	0	3	57	39	0	11	46	43	0	10	52	38	0	10	38	52	2	13	20	66	2	15	21	62
DEER CREEK-LAMONT	13	8.0	646.5	63-6	56.7	59-5	54.5	0	0	62	38	0	23	54	23	0	15	54	31	0	38	23	38	0	23	46	31	31	8	38	23
DELAWARE	9	6.7	633.0	41-5	45.3	35-4	41.8	0	33	56	11	0	33	67	0	0	56	44	0	0	22	56	22	0	11	78	11	0	22	67	11
DEPEW	28	6.5	631.5	38-4	43.6	28-4	37.6	0	36	57	7	0	43	43	14	0	14	68	18	7	29	39	25	0	14	57	29	11	21	46	21
DEWAR	24	7.2	637.8	48-5	48.8	40-5	44.7	4	29	63	4	4	71	25	0	0	29	67	4	8	54	38	0	4	25	63	8	17	13	54	17
DEWEY	81[1]	7.1	637.8	49-5	49.2	40-5	44.7	0	23	60	16	1	14	68	17	0	6	85	9	5	28	53	14	2	25	42	31	6	16	51	27
DIBBLE	47	7.1	637.3	47-5	48.6	39-4	44.3	0	26	55	19	2	38	49	11	0	19	70	11	2	21	62	15	2	28	36	34	4	23	49	23
DICKSON	92	7.1	637.3	47-5	48.6	39-4	44.3	7	39	51	3	9	42	43	5	3	51	45	1	9	28	43	20	12	30	46	12	21	38	29	12
DILL CITY	5																														
DOVER	17[1]	7.7	643.6	58-5	54.2	52-5	50.8	6	13	56	25	13	44	44	0	0	19	63	19	0	38	56	6	6	31	38	25	0	19	56	25

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

COPY 1 PROCESS NO. 19215975-9200-00330-1

STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

LIST OF AVERAGES
FOR
OKLAHOMA

TEST DATE: 02/92
NORMS: SPRING

GRADE: 10
LEVEL: TASK 2
FORM : K

WRITING TYPE: DESCRIPTIVE

District Listing is Alphabetical.

DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I 1	I 2	I 3	I 4	II 1	II 2	II 3	II 4	III 1	III 2	III 3	III 4	IV 1	IV 2	IV 3	IV 4	V 1	V 2	V 3	V 4	VI 1	VI 2	VI 3	VI 4
DRUMMOND	24	8.0	646.5	63-6	56.7	57-5	53.8	0	13	75	13	0	54	25	21	0	38	42	21	8	13	46	33	4	4	63	29	13	8	42	38
DRUMRIGHT	51	7.4	640.8	53-5	51.7	46-5	47.9	0	14	82	4	2	31	63	4	0	20	78	2	0	12	80	8	0	24	57	20	4	35	43	18
DUKE	10	7.1	637.3	48-5	48.7	39-4	44.3	0	40	50	10	0	40	50	10	0	0	90	10	10	30	50	10	0	70	30	0	0	20	80	0
DUNCAN	255	7.6	642.5	56-5	53.3	49-5	49.7	1	22	60	18	2	31	53	15	0	13	71	16	3	31	49	18	2	28	48	22	5	26	49	20
DURANT	146	7.3	640.0	52-5	51.0	45-5	47.2	2	30	54	14	3	34	53	10	4	32	55	8	7	33	51	10	1	18	63	17	3	23	60	15
DUSTIN	5																														
EAGLETOWN	17	6.3	629.4	36-4	42.4	26-4	36.5	0	47	53	0	0	29	71	0	0	12	82	6	0	29	65	6	0	53	41	6	0	18	53	29
EAKLY	10	7.4	640.2	52-5	51.1	46-5	47.6	10	40	50	0	10	50	40	0	0	40	50	10	0	30	70	0	0	40	40	20	0	20	50	30
EARLSBORO	16	7.3	639.9	52-5	51.0	43-5	46.4	0	31	69	0	0	50	44	6	0	50	50	0	0	31	63	6	13	50	25	13	19	44	31	6
EDMOND	778[1]	8.2	649.1	67-6	59.0	62-6	56.5	1	14	58	26	2	26	49	23	1	17	65	17	4	23	47	26	2	17	45	36	7	21	42	31
EL RENO	170	7.5	641.9	55-5	52.7	48-5	49.1	2	32	55	11	3	43	39	15	2	28	63	7	6	38	44	12	5	27	49	19	4	26	50	20
ELDORADO	13	7.5	641.5	54-5	51.9	48-5	48.8	0	15	77	8	0	15	77	8	0	8	77	15	0	0	54	46	0	8	54	38	8	8	62	23
ELGIN	64[1]	7.3	639.8	52-5	51.1	44-5	46.9	6	43	43	8	0	46	44	10	0	32	54	14	3	29	56	13	0	19	56	25	5	40	38	17
ELK CITY	127	7.5	641.3	54-5	52.0	47-5	48.3	1	27	61	12	2	33	53	12	1	19	66	14	2	28	55	14	3	17	45	35	6	20	46	28
ELMORE CITY	29	7.5	641.4	54-5	52.1	47-5	48.5	3	17	62	17	0	34	41	24	0	14	83	3	0	17	66	17	3	21	28	48	0	10	38	52
EMPIRE	34	7.7	643.7	58-5	54.2	52-5	50.8	0	29	53	18	0	35	53	12	35	9	41	15	3	29	29	38	3	18	32	47	0	38	26	35

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

COPY 1 PROCESS NO. 19215975-9200-00331-1

STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/92
NORMS: SPRING

GRADE: 10
LEVEL: TASK 2
FORM : K

WRITING TYPE: DESCRIPTIVE

LIST OF AVERAGES
FOR
OKLAHOMA

District Listing is Alphabetical.

		HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
								I				II				III				IV				V				VI			
DISTRICT NAME	NUMBER TESTED	MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
ENID	386[1]	8.1	648.1	65-6	58.1	60-6	55.4	2	17	51	30	2	28	48	23	1	21	56	22	5	21	47	27	4	18	44	34	5	16	47	31
ERICK	13	8.2	649.7	67-6	59.4	62-6	56.4	0	0	69	31	0	8	62	31	0	8	77	15	0	0	15	85	0	0	31	69	8	15	23	54
EUFAULA	71	8.0	646.4	62-6	56.4	57-5	53.9	4	13	69	14	4	27	52	17	3	20	58	20	4	20	49	27	3	20	51	27	4	11	49	35
FAIRLAND	22	8.3	649.8	67-6	59.5	64-6	57.5	0	36	55	9	0	27	55	18	27	27	41	5	0	27	59	14	0	45	36	18	5	55	36	5
FAIRVIEW	49	8.8	656.0	76-6	65.0	74-6	63.2	0	14	45	41	0	18	49	33	0	18	47	35	0	12	47	41	0	10	45	45	0	14	33	53
FARGO	10	8.0	646.8	63-6	56.7	58-5	54.1	0	40	50	10	0	60	30	10	0	70	20	10	0	40	40	20	0	60	20	20	0	60	30	10
FLETCHER	26	7.6	642.7	56-5	53.4	51-5	50.7	4	23	73	0	4	27	69	0	8	19	73	0	19	27	46	8	8	54	31	8	8	23	62	8
FORGAN	7	7.0	636.1	46-5	47.6	38-4	43.3	0	86	14	0	0	100	0	0	57	29	14	0	14	57	29	0	0	71	29	0	0	100	0	0
FORT COBB - BROXTON	23	7.2	638.0	49-5	49.4	41-5	45.2	0	17	48	35	4	30	43	22	0	26	43	30	4	30	43	22	9	26	43	22	4	17	70	9
FORT SUPPLY	11	8.5	651.7	70-6	61.1	67-6	59.5	0	18	82	0	0	27	73	0	0	36	64	0	0	36	45	18	9	36	45	9	0	27	45	27
FOX	9	6.2	628.2	34-4	41.0	23-4	34.6	0	33	44	22	0	33	67	0	0	22	67	11	0	56	33	11	0	0	78	22	0	11	56	33
FOYIL	23[1]	7.5	642.2	56-5	53.1	49-5	49.5	5	23	59	14	5	27	45	23	0	23	73	5	0	32	36	32	0	32	41	27	0	36	36	27
FREDERICK	66	7.3	639.9	52-5	50.9	44-5	47.0	0	32	58	11	0	24	64	12	0	14	64	23	3	23	52	23	2	9	58	32	2	11	55	33
FREEDOM	11	6.6	632.5	39-4	44.3	30-4	38.8	0	18	73	9	0	82	18	0	0	9	91	0	0	18	82	0	0	18	55	27	0	18	64	18
FRONTIER	16	7.8	644.7	59-5	55.0	54-5	52.3	0	0	50	50	0	13	81	6	0	63	31	6	19	44	31	6	0	19	50	31	13	13	38	38
FT GIBSON	123[1]	7.3	639.4	51-5	50.4	44-5	46.6	2	27	53	17	1	30	56	13	1	29	53	17	8	29	45	18	8	26	41	25	6	34	40	20

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

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COPY 1 PROCESS NO. 19215975-9200-00332-1

STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/92
NORMS: SPRING

GRADE: 10
LEVEL: TASK 2
FORM : K

WRITING TYPE: DESCRIPTIVE

LIST OF AVERAGES
FOR
OKLAHOMA

District Listing is Alphabetical.

DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
								I				II				III				IV				V				VI			
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
FT TOWSON	30	6.8	634.6	43-5	46.5	34-4	41.5	3	47	50	0	0	73	27	0	3	33	60	3	17	30	53	0	3	47	50	0	7	23	67	3
GAGE	16	8.1	647.3	63-6	57.1	59-5	54.9	0	6	75	19	0	31	31	38	0	25	63	13	6	25	44	25	0	31	31	38	13	19	19	50
GANS	9	7.9	645.3	60-6	55.4	55-5	52.8	0	33	56	11	0	44	44	11	0	22	78	0	0	44	33	22	22	33	22	22	11	33	33	22
GARBER	25	7.2	638.0	48-5	49.0	40-5	44.9	0	16	64	20	0	12	76	12	0	4	68	28	0	12	44	44	0	12	40	48	0	12	56	32
GEARY	29	8.6	653.4	72-6	62.5	70-6	61.2	0	10	52	38	3	24	45	28	0	34	31	34	10	24	55	10	3	28	24	45	10	24	34	31
GERONIMO	15	7.2	638.7	50-5	50.1	42-5	45.6	0	33	67	0	0	87	13	0	0	40	60	0	7	13	80	0	7	20	67	7	20	7	47	27
GLENCOE	17	8.6	653.6	73-6	62.9	70-6	60.9	0	35	59	6	0	35	59	6	0	12	65	24	0	12	59	29	0	6	53	41	0	29	47	24
GLENPOOL	87[1]	6.7	633.5	42-5	45.7	32-4	40.3	5	37	47	12	9	51	30	9	0	36	53	10	6	35	44	15	3	21	52	23	2	33	44	21
GOODWELL	11	7.6	642.8	56-5	53.3	50-5	50.0	9	45	45	0	9	36	45	9	18	45	27	9	9	45	27	18	9	18	55	18	36	45	18	0
GORE	43	6.6	631.7	38-4	43.8	29-4	38.1	2	40	51	7	0	19	77	5	0	21	67	12	7	26	56	12	5	21	56	19	2	30	51	16
GRACEMONT	15[1]	7.9	645.1	60-6	55.3	55-5	52.7	7	7	67	20	7	7	60	27	0	13	67	20	7	60	27	7	7	53	33	7	7	0	87	7
GRAHAM	20	6.6	632.1	39-4	44.2	29-4	38.5	0	45	45	10	0	50	45	5	0	45	50	5	20	35	25	20	20	30	30	20	25	35	15	25
GRANDFIELD	17	7.1	637.1	48-5	48.7	39-4	44.1	0	76	18	6	0	65	35	0	0	71	18	12	0	12	71	18	0	24	65	12	0	65	29	6
GRANITE	16	7.8	644.3	59-5	54.8	53-5	51.5	0	0	75	25	0	31	50	19	0	6	81	13	0	44	44	13	0	31	56	13	0	19	69	13
GRANT	16	8.9	656.3	76-6	65.0	75-6	64.0	0	6	75	19	0	6	75	19	0	19	81	0	0	13	81	6	0	31	69	0	0	38	44	19
GROVE	98	8.1	648.8	66-6	58.9	61-6	56.0	2	27	49	22	3	34	44	19	3	15	64	17	6	21	48	24	0	29	41	31	6	24	44	26

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

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COPY 2 PROCESS NO. 19215975-9200-00350-2

THE PSYCHOLOGICAL CORPORATION
HARCOURT BRACE JOVANOVICH, INC.

STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/92
NORMS: SPRING

GRADE: 10
LEVEL: TASK 2
FORM : K

WRITING TYPE: DESCRIPTIVE

LIST OF AVERAGES
FOR
OKLAHOMA

District Listing is Alphabetical.

DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	ANALYTIC SCORES BY AREA I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
GUTHRIE	219[1]	7.4	641.2	54-5	52.2	47-5	48.3	1	32	56	11	1	36	54	9	0	28	59	13	5	42	43	9	4	31	54	11	3	19	56	22
GUYMON	118	7.8	644.5	59-5	54.9	53-5	51.7	2	22	59	17	3	24	64	10	1	18	60	21	3	36	38	23	1	26	48	25	0	29	54	17
HAILEYVILLE	32	8.2	649.0	67-6	59.0	62-6	56.5	0	28	69	3	6	53	41	0	0	22	78	0	25	28	44	3	6	31	41	22	16	25	41	19
HAMMON	12	8.3	650.0	67-6	59.4	65-6	58.1	0	58	42	0	8	25	67	0	0	0	100	0	25	25	50	0	8	25	67	0	8	17	75	0
HANNA	12	8.3	649.3	66-6	58.9	63-6	56.9	0	0	92	8	0	0	100	0	0	33	58	8	0	50	33	17	0	0	50	50	0	0	8	92
HARDESTY	7	6.1	627.4	32-4	40.2	21-3	33.2	0	57	43	0	0	43	57	0	0	57	43	0	29	29	43	0	0	43	57	0	0	29	71	0
HARRAH	128[1]	7.9	646.0	62-6	56.2	57-5	53.6	0	13	65	23	0	28	55	17	0	18	64	18	0	24	50	26	0	16	46	39	2	17	42	39
HARTSHORNE	61	7.2	638.4	49-5	49.6	41-5	45.4	8	30	52	10	7	43	43	8	0	20	67	13	13	36	44	7	8	34	39	18	7	31	44	18
HASKELL	56[1]	7.3	639.2	50-5	50.2	43-5	46.2	4	30	45	21	2	29	52	18	0	29	50	21	4	39	41	16	7	30	32	30	7	30	32	30
HAWORTH	43	7.4	640.2	52-5	51.1	45-5	47.1	2	28	49	21	5	42	40	14	0	33	53	14	5	37	53	5	0	23	67	9	7	37	49	7
HEALDTON	46	8.3	649.5	67-6	59.2	63-6	57.2	2	0	78	20	0	24	59	17	0	28	59	13	2	26	50	22	11	15	28	46	9	20	39	33
HEAVENER	65	7.3	639.1	51-5	50.3	43-5	46.2	2	25	62	12	2	35	55	8	2	54	37	8	8	51	29	12	6	32	22	40	12	23	22	43
HELENA-GOLTRY	15	7.1	637.6	48-5	49.0	42-5	45.6	13	20	60	7	7	67	20	7	0	20	53	27	0	67	20	13	7	20	60	13	0	47	40	13
HENNESSEY	36[1]	7.7	643.2	57-5	53.7	51-5	50.7	0	19	61	19	0	33	44	22	0	25	53	22	6	19	53	22	0	36	39	25	6	28	42	25
HENRYETTA	63	8.0	646.7	63-6	56.8	58-5	54.2	3	10	60	27	3	19	48	30	3	33	44	19	10	29	33	29	10	25	33	32	14	17	37	32
HILLDALE	105	8.4	651.3	70-6	60.9	66-6	58.4	5	25	62	9	6	42	47	6	7	16	69	9	16	36	43	5	4	30	53	13	2	25	59	14

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

COPY 1 PROCESS NO. 19215975-9200-00334-1

STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/92
NORMS: SPRING

GRADE: 10
LEVEL: TASK 2
FORM : K

WRITING TYPE: DESCRIPTIVE

LIST OF AVERAGES
FOR
OKLAHOMA

District Listing is Alphabetical.

DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
HINTON	35	8.0	646.6	63-6	56.7	57-5	53.9	0	9	66	26	0	46	46	9	0	9	83	9	0	23	71	6	0	14	43	43	6	20	54	20
HOBART	39	6.8	634.9	44-5	46.7	34-4	41.4	0	36	59	5	3	33	59	5	0	38	56	5	3	49	38	10	3	41	46	10	0	41	49	10
HOLDENVILLE	75	7.7	644.3	59-5	54.8	53-5	51.5	1	32	60	7	7	32	59	3	4	37	53	5	19	29	43	9	15	37	40	8	16	36	36	12
HOLLIS	37	6.9	635.2	45-5	47.1	36-4	42.2	5	22	59	14	5	24	62	8	3	22	70	5	5	22	57	16	0	30	49	22	8	32	49	11
HOMINY	36	7.3	639.6	51-5	50.5	44-5	46.7	6	19	72	3	8	56	33	3	8	42	47	3	14	31	47	8	11	25	47	17	14	22	36	28
HOOKER	28	5.6	622.6	26-4	36.7	16-3	29.0	7	39	54	0	7	57	36	0	4	57	39	0	7	43	50	0	18	46	29	7	25	39	25	11
HOWE	18	7.8	644.9	60-6	55.1	54-5	52.3	0	11	72	17	0	56	44	0	0	6	94	0	0	22	72	6	0	22	67	11	0	22	61	17
HUGO	86	7.0	636.2	46-5	47.7	37-4	42.9	2	28	56	14	1	40	49	10	0	36	57	7	2	38	49	10	0	29	44	27	0	27	49	24
HULBERT	47	7.8	645.2	61-6	55.6	54-5	52.1	6	43	40	11	6	28	55	11	2	43	49	6	13	26	55	6	4	30	60	6	11	45	32	13
HYDRO	15	7.5	641.1	53-5	51.8	46-5	48.0	0	40	60	0	0	27	47	27	0	40	53	7	7	20	40	33	0	13	80	7	0	47	47	7
IDABEL	95[1]	7.6	642.9	57-5	53.5	50-5	50.1	1	31	64	4	2	47	47	3	2	32	64	2	8	33	56	3	0	37	55	8	2	41	52	5
INDIAHOMA	10	7.1	637.3	47-5	48.5	38-4	43.7	10	20	70	0	0	70	30	0	0	10	90	0	0	10	90	0	0	10	70	20	0	10	80	10
INDIANOLA	36[1]	6.8	634.6	44-5	46.6	35-4	41.8	0	22	53	25	0	19	58	22	3	47	36	14	0	31	47	22	0	19	47	33	3	28	47	22
INOLA	57[1]	7.9	645.2	60-6	55.5	55-5	52.7	0	16	59	25	0	16	61	23	0	21	68	11	0	16	57	27	0	11	52	38	0	29	38	34
JAY	87	7.0	635.8	45-5	47.4	36-4	42.5	1	29	68	2	0	53	40	7	1	26	67	6	1	29	51	20	0	14	59	28	1	20	59	21
JENKS	436[1]	8.2	649.6	67-6	59.4	63-6	56.8	2	12	50	35	1	17	53	29	2	12	61	25	3	21	42	35	2	14	42	42	2	16	41	40

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

PROCESS NO. 19215975-9200-00335-1

STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/92
NORMS: SPRING

GRADE: 10
LEVEL: TASK 2
FORM : K

WRITING TYPE: DESCRIPTIVE

LIST OF AVERAGES
FOR
OKLAHOMA

District Listing is Alphabetical.

DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
JET NASH	11	8.0	647.0	63-6	57.0	58-5	54.2	18	45	27	9	0	27	64	9	0	45	45	9	0	27	73	0	0	18	55	27	0	18	36	45
JONES	76[1]	7.7	643.7	58-5	54.2	52-5	51.2	0	13	68	18	0	11	78	12	0	34	51	14	1	29	54	16	1	13	43	42	3	20	42	36
KANSAS	44	7.0	636.9	47-5	48.5	38-4	43.8	2	39	52	7	7	41	48	5	7	9	73	11	7	55	32	7	7	45	43	5	7	41	48	5
KELLYVILLE	55	7.6	642.3	56-5	52.9	49-5	49.7	5	20	71	4	7	60	31	2	7	47	45	0	7	40	44	9	5	25	44	25	13	29	35	24
KEOTA	25	7.0	636.2	46-5	47.7	37-4	42.9	0	24	76	0	0	52	48	0	4	44	48	4	8	40	52	0	12	28	56	4	20	36	36	8
KETCHUM	25[1]	8.3	649.9	68-6	59.6	64-6	57.5	0	8	64	28	0	20	60	20	0	8	68	24	4	40	36	20	4	36	36	24	4	32	32	32
KEYES	11	8.5	651.9	70-6	61.3	67-6	59.1	0	0	100	0	0	55	45	0	0	27	64	9	9	9	73	9	18	45	36	0	9	0	64	27
KIEFER	30[1]	7.6	642.1	55-5	52.8	49-5	49.3	7	30	50	13	7	33	40	20	3	40	53	3	10	33	47	10	3	33	57	7	10	40	43	7
KINGFISHER	95[1]	7.5	642.0	55-5	52.7	48-5	49.1	1	18	61	20	1	29	55	15	1	27	61	11	2	17	61	20	1	12	43	44	2	16	43	39
KINGSTON	50[1]	6.8	634.8	44-5	46.8	35-4	41.6	4	32	60	4	4	54	38	4	0	26	66	8	6	30	64	0	2	34	[illegible]	8	6	18	70	6
KINTA	16	7.5	641.8	55-5	52.6	47-5	48.3	0	31	50	19	0	44	44	13	0	6	81	13	0	63	19	19	0	69	25	6	0	56	38	6
KIOWA	28	7.2	638.0	49-5	49.2	41-5	45.0	4	43	54	0	0	36	64	0	4	43	54	0	7	39	50	4	7	32	50	11	11	43	21	25
KONAWA	54	7.3	639.2	50-5	50.2	43-5	46.4	0	17	70	13	0	31	54	15	0	20	72	7	4	17	52	28	4	20	39	37	13	19	44	24
KREMLIN-HILLSDALE	16	7.4	639.9	51-5	50.6	44-5	47.0	0	13	81	6	6	25	63	6	0	0	100	0	13	38	50	0	6	0	94	0	0	6	63	31
LAHOMA	28	7.0	636.6	46-5	48.0	38-4	43.4	0	11	82	7	4	36	57	4	0	7	82	11	4	25	68	4	0	21	64	14	0	11	68	21
LATTA	30	7.2	638.5	50-5	49.9	43-5	46.0	3	17	70	10	3	50	47	0	7	27	57	10	7	37	47	10	3	43	43	10	7	40	50	3

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

COPY 1 PROCESS NO. 19215975-9200-00336-1

STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/92
NORMS: SPRING

GRADE: 10
LEVEL: TASK 2
FORM : K

WRITING TYPE: DESCRIPTIVE

LIST OF AVERAGES
FOR
OKLAHOMA

District Listing is Alphabetical.

		HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
DISTRICT NAME	NUMBER TESTED	MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
LAVERNE	37	7.1	637.5	48-5	48.9	40-5	44.6	3	27	57	14	3	16	65	16	0	38	54	8	3	16	65	16	5	19	49	27	8	19	38	35
LAWTON	1026[1]	7.8	645.1	60-6	55.5	55-5	52.6	2	27	57	14	3	41	46	10	1	30	58	11	5	31	47	16	4	24	44	28	4	25	45	26
LE FLORE	20	8.2	648.4	65-6	58.2	61-6	56.1	0	10	90	0	0	10	90	0	0	15	85	0	20	35	45	0	0	30	70	0	10	30	60	0
LEEDEY	19	7.4	639.8	51-5	50.6	44-5	46.9	0	0	79	21	0	0	79	21	0	32	58	11	0	42	42	16	0	16	26	58	0	11	11	79
LEXINGTON	54[1]	6.9	635.7	45-5	47.3	36-4	42.4	4	24	63	9	4	28	67	2	4	17	76	4	0	46	44	9	4	31	57	7	4	39	48	9
LIBERTY - MOUNDS	23	8.1	647.9	64-6	57.8	60-6	55.1	0	30	57	13	0	26	43	30	0	22	74	4	4	13	70	13	4	30	35	30	4	13	52	30
LINDSAY	55	7.2	638.5	50-5	49.9	42-5	45.7	4	25	62	9	5	42	42	11	0	22	69	9	7	33	42	18	4	25	45	25	9	27	49	15
LITTLE AXE	81	7.7	644.0	59-5	54.7	52-5	51.1	2	17	54	26	2	35	46	17	1	41	43	15	2	36	47	15	5	22	37	36	5	19	37	40
LOCUST GROVE	90	7.8	644.4	59-5	54.8	53-5	51.5	2	21	63	13	0	44	44	11	0	30	63	7	9	38	36	18	9	30	38	23	11	32	33	23
LOMEGA	12	6.9	635.3	45-5	47.1	36-4	42.2	0	25	58	17	0	42	42	17	0	0	83	17	0	42	50	8	0	17	50	33	8	33	50	8
LONE GROVE	69	7.4	640.9	54-5	51.9	47-5	48.4	12	23	54	12	3	33	52	12	3	52	39	6	10	43	38	9	13	23	39	25	4	22	43	30
LONE WOLF	14	7.4	640.0	52-5	50.9	44-5	46.6	0	43	57	0	0	64	36	0	0	21	79	0	0	93	7	0	29	43	29	0	7	71	21	0
LOOKEBA SICKLES	20[1]	6.7	633.3	41-5	45.4	31-4	39.4	0	10	75	15	0	15	80	5	0	40	45	15	0	35	60	5	0	15	55	30	0	10	20	70
LUTHER	40[1]	8.3	649.8	68-6	59.6	63-6	57.2	3	0	63	35	0	40	50	10	3	30	68	0	5	28	58	10	3	15	63	20	0	18	55	28
MACOMB	13	7.4	639.8	51-5	50.6	45-5	47.1	0	0	23	77	0	0	54	46	0	23	38	38	0	0	46	54	0	8	62	31	0	8	62	31
MADILL	70[1]	7.3	639.5	51-5	50.7	44-5	46.7	7	34	54	4	7	44	44	4	17	29	50	4	11	44	43	1	7	43	37	13	9	36	36	20

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

COPY 1 PROCESS NO. 19215975-9200-00337-1

STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/92
NORMS: SPRING

GRADE: 10
LEVEL: TASK 2
FORM : K

WRITING TYPE: DESCRIPTIVE

LIST OF AVERAGES
FOR
OKLAHOMA

District Listing is Alphabetical.

DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
MANGUM	29	6.8	634.8	44-5	46.9	34-4	41.5	3	41	34	21	0	62	21	17	0	41	48	10	7	17	62	14	3	21	52	24	3	14	59	24
MANNFORD	106[1]	7.0	636.0	46-5	47.8	37-4	43.1	3	37	53	8	3	45	40	12	3	20	66	11	9	31	47	12	4	30	48	18	6	27	56	11
MARIETTA	55	7.4	640.6	53-5	51.6	46-5	47.9	11	31	51	7	13	36	45	5	2	31	60	7	11	29	51	9	0	13	76	11	2	24	60	15
MARLOW	71	7.5	641.9	55-5	52.7	48-5	49.1	1	32	59	7	0	32	63	4	1	25	70	3	7	27	65	1	3	35	42	20	1	15	58	25
MASON	9	7.6	641.9	55-5	52.5	49-5	49.4	0	0	56	44	0	0	56	44	0	11	56	33	0	33	44	22	0	11	44	44	0	0	56	44
MAUD	34	6.7	633.8	42-5	45.9	34-4	41.5	32	18	47	3	32	26	35	6	41	12	44	3	12	50	24	15	9	56	29	6	32	29	35	3
MAYSVILLE	32	7.3	639.4	51-5	50.3	43-5	46.3	0	31	47	22	0	28	69	3	0	28	66	6	3	31	59	6	3	22	53	22	16	16	47	22
MC ALESTER	161[1]	7.0	636.8	47-5	48.4	39-4	43.9	3	25	57	14	2	41	46	11	3	39	50	8	6	41	33	20	7	30	43	20	7	27	48	18
MC CURTAIN	9	7.4	640.8	53-5	51.7	47-5	48.3	0	22	78	0	0	56	44	0	0	22	67	11	0	44	56	0	0	67	33	0	11	67	22	0
MC LISH	14	7.8	644.4	59-5	54.6	53-5	51.8	0	21	79	0	0	21	57	21	0	50	50	0	0	21	43	36	0	14	50	36	0	57	29	14
MC LOUD	105	6.7	633.5	42-5	45.6	33-4	40.5	5	29	55	11	4	43	42	11	2	27	63	9	14	33	32	20	5	25	45	26	7	26	46	22
MEDFORD	19	8.1	647.3	63-6	57.1	59-5	54.5	0	21	68	11	5	42	47	5	0	26	68	5	5	32	58	5	5	32	58	5	5	32	47	16
MEEKER	70[1]	7.7	643.9	58-5	54.4	53-5	51.6	1	10	80	9	1	13	79	7	0	14	80	6	6	13	50	31	1	17	49	33	0	17	59	24
MERRITT	32	7.5	641.6	54-5	52.2	48-5	48.7	0	3	84	13	0	22	63	16	0	6	78	16	0	31	22	47	3	9	34	53	6	19	38	38
MIAMI	157[1]	7.7	643.7	58-5	54.2	52-5	50.8	1	26	56	17	5	31	46	17	0	23	53	24	6	25	39	30	5	15	39	40	7	19	39	34
MIDWAY	11	6.7	633.4	42-5	45.5	32-4	40.3	0	27	73	0	0	82	18	0	0	45	55	0	9	18	55	18	0	27	55	18	0	27	55	18

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

COPY 1

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STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/92
NORMS: SPRING

GRADE: 10
LEVEL: TASK 2
FORM : K

WRITING TYPE: DESCRIPTIVE

LIST OF AVERAGES
FOR
OKLAHOMA

District Listing is Alphabetical.

HOLISTIC SCORES | ANALYTIC SCORES BY AREA

DISTRICT NAME	NUMBER TESTED	MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
MILBURN	23[1]	7.2	638.6	50-5	49.8	43-5	46.1	5	41	50	5	14	55	27	5	5	27	59	9	9	27	55	9	14	18	50	18	9	45	27	18
MILL CREEK	14	8.1	648.1	65-6	58.1	61-6	56.1	0	7	86	7	7	36	50	7	0	29	71	0	7	21	57	14	14	14	57	14	14	29	43	14
MILLWOOD	83[1]	7.2	638.7	50-5	49.9	42-5	45.9	2	27	53	18	5	43	34	18	0	23	66	11	7	25	51	17	1	28	34	37	2	19	47	31
MINCO	30	8.7	654.2	74-6	63.4	71-6	61.8	0	0	63	37	0	40	27	33	0	3	63	33	0	13	60	27	0	7	60	33	7	10	30	53
MOORE	995[1]	7.3	639.7	52-5	50.8	44-5	46.8	2	21	59	18	3	27	54	16	2	18	66	14	6	29	45	19	3	19	52	25	5	20	51	23
MOORELAND	30	7.6	642.7	56-5	53.3	49-5	49.7	0	7	40	53	0	10	43	47	0	7	63	30	3	13	33	50	0	7	7	87	3	17	20	60
MORRIS	61[1]	7.5	641.3	54-5	52.2	46-5	48.1	2	36	52	10	3	46	46	5	2	28	59	11	7	41	38	15	8	21	51	20	7	28	44	21
MORRISON	30	7.1	636.8	46-5	48.1	38-4	43.5	7	40	53	0	0	53	43	3	0	23	70	7	0	13	73	13	3	13	63	20	7	20	33	40
MOSS	20	7.0	636.5	46-5	48.0	37-4	43.0	0	30	65	5	0	60	30	10	0	25	70	5	15	45	30	10	15	50	35	0	30	25	40	5
MOUNDS	38	6.4	630.4	37-4	43.1	27-4	36.9	5	34	58	3	3	58	37	3	3	29	66	3	0	32	66	3	0	24	55	21	3	16	68	13
MOUNTAIN VIEW-GOTEBO	22	9.4	662.3	84-7	70.6	82-7	69.4	0	0	77	23	0	14	64	23	0	0	91	9	9	14	41	36	9	9	55	27	5	32	41	23
MULDROW	98[1]	8.0	647.3	64-6	57.4	58-5	54.3	2	24	61	12	1	36	52	11	1	21	70	7	1	41	46	12	4	44	36	16	10	41	35	14
MULHALL-ORLANDO	13	7.2	638.8	50-5	49.9	41-5	45.3	0	15	77	8	0	38	54	8	0	15	77	8	8	15	31	46	0	0	38	62	0	15	31	54
MUSKOGEE	346[1]	7.6	642.6	56-5	53.4	49-5	49.6	4	21	56	18	7	34	45	15	3	30	54	13	13	30	40	17	10	19	44	27	10	28	37	26
MUSTANG	345[1]	7.6	642.5	56-5	53.2	49-5	49.7	1	21	56	22	1	27	49	22	1	18	63	18	3	23	48	26	2	18	49	31	2	19	50	29
MWC/DEL CITY	952[1]	7.4	641.2	54-5	52.1	47-5	48.3	2	26	57	16	3	37	48	12	3	25	60	12	9	32	45	14	5	25	47	23	6	24	46	24

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

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STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/92
NORMS: SPRING

GRADE: 10
LEVEL: TASK 2
FORM : K

WRITING TYPE: DESCRIPTIVE

LIST OF AVERAGES
FOR
OKLAHOMA

District Listing is Alphabetical.

DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
NAVAJO	36	8.3	649.3	66-6	58.9	63-6	57.0	0	17	56	28	0	44	44	11	0	22	64	14	6	17	64	14	6	17	56	22	11	11	56	22
NEW LIMA	28	7.6	642.3	55-5	52.8	50-5	49.9	0	25	68	7	4	64	29	4	0	39	50	11	7	29	57	7	4	29	43	25	11	14	64	11
NEWCASTLE	76	6.8	634.3	43-5	46.3	34-4	41.1	1	36	51	12	8	38	47	7	1	36	54	9	4	29	62	5	3	20	55	22	1	22	51	25
NEWKIRK	49	6.6	632.0	39-4	44.3	30-4	38.7	2	29	51	18	4	33	61	2	8	24	53	14	4	43	41	12	0	31	59	10	4	24	55	16
NINNEKAH	41	7.6	642.8	57-5	53.5	50-5	49.9	0	24	56	20	0	24	61	15	0	37	51	12	0	34	44	22	0	39	39	22	0	49	41	10
NOBLE	129[1]	7.8	645.3	61-6	55.6	55-5	52.4	2	15	70	13	2	40	47	12	1	25	60	15	6	26	42	26	4	15	53	28	7	16	39	38
NORMAN	666[1]	8.3	650.9	69-6	60.6	65-6	58.2	2	18	53	27	2	22	53	23	2	18	62	18	6	25	42	28	4	17	49	31	6	17	48	29
NOWATA	69	8.4	651.2	70-6	60.8	66-6	58.4	1	33	52	13	1	35	49	14	1	33	55	10	14	23	49	13	7	36	51	6	17	33	39	10
OAKS MISSION	27	7.7	643.3	57-5	53.8	51-5	50.7	7	11	70	11	4	30	59	7	0	19	81	0	7	56	33	4	7	33	41	19	7	30	33	30
OILTON	20	8.3	649.9	67-6	59.5	65-6	57.9	0	60	40	0	0	65	35	0	10	55	30	5	15	70	10	5	10	65	25	0	0	60	40	0
OKARCHE	28	8.6	654.0	74-6	63.3	71-6	61.7	0	4	71	25	0	7	57	36	0	0	82	18	0	21	54	25	0	18	46	36	0	21	29	50
OKAY	24	7.1	637.9	49-5	49.5	40-5	44.7	0	25	71	4	8	33	54	4	0	21	75	4	21	42	33	4	8	29	58	4	13	46	42	0
OKEENE	19	7.6	642.5	55-5	52.8	50-5	49.8	0	16	74	11	5	21	74	0	0	21	74	5	0	16	74	11	0	5	79	16	0	11	74	16
OKEMAH	63	7.7	643.4	58-5	54.0	51-5	50.5	8	38	41	13	6	37	49	8	13	33	43	11	5	41	44	10	6	24	57	13	14	30	49	6
OKLA CITY	1062[1]	7.7	643.4	57-5	53.9	51-5	50.7	2	21	65	13	2	35	54	10	2	26	65	7	7	29	49	16	7	25	44	25	7	27	44	23
OKLAHOMA UNION	41	7.9	646.1	62-6	56.3	57-5	53.6	0	24	71	5	2	59	32	7	0	41	54	5	17	32	37	15	17	39	29	15	24	37	20	20

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

COPY 1 PROCESS NO. 19215975-9200-00340-1

STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/92
NORMS: SPRING

GRADE: 10
LEVEL: TASK 2
FORM : K

WRITING TYPE: DESCRIPTIVE

LIST OF AVERAGES
FOR
OKLAHOMA

District Listing is Alphabetical.

DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	ANALYTIC SCORES BY AREA I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
OKMULGEE	108	7.6	642.6	56-5	53.3	50-5	50.0	4	18	63	16	2	34	48	16	0	22	61	17	1	27	42	31	3	7	50	40	2	15	39	44
OKTAHA	37	7.0	636.5	46-5	47.9	38-4	43.3	0	27	68	5	5	41	51	3	0	11	81	8	8	35	51	5	0	35	46	19	0	22	70	8
OLIVE	24	7.3	639.1	50-5	50.1	43-5	46.2	0	17	71	13	0	8	79	13	0	29	71	0	0	38	46	17	4	33	21	42	13	17	50	21
OLNEY	11	6.7	633.6	42-5	45.8	32-4	40.2	9	18	73	0	9	45	36	9	0	9	91	0	0	18	82	0	0	27	73	0	0	27	64	9
OLUSTEE	10	9.3	661.5	82-7	69.6	81-7	68.5	10	10	80	0	0	20	80	0	0	20	80	0	0	40	60	0	0	50	50	0	0	60	30	10
OOLOGAH-TALALA	84	7.7	643.7	58-5	54.3	52-5	50.9	4	29	60	8	4	44	46	6	13	23	62	2	8	31	50	11	1	23	63	13	10	29	44	18
OWASSO	330[1]	7.5	641.1	54-5	51.9	47-5	48.2	2	22	64	12	3	36	53	8	3	22	62	13	4	26	49	21	3	21	42	34	3	19	39	39
PADEN	20	8.8	654.7	74-6	63.7	73-6	62.8	0	0	10	90	0	5	70	25	0	40	40	20	0	10	50	40	0	15	65	20	0	15	30	55
PANAMA	48	7.6	642.2	55-5	52.8	49-5	49.5	0	13	63	25	2	15	69	15	0	25	71	4	4	29	52	15	6	17	48	29	4	21	40	35
PANOLA	21	7.0	636.8	47-5	48.3	38-4	43.6	0	43	52	5	0	62	29	10	0	10	71	19	14	29	33	24	0	52	24	24	14	33	38	14
PAOLI	19	8.8	656.2	77-7	65.2	74-6	63.6	0	0	42	58	0	21	26	53	0	32	58	11	0	26	53	21	0	37	37	26	0	21	53	26
PAULS VALLEY	76[1]	7.1	637.4	48-5	48.8	40-5	44.6	4	32	53	12	4	39	39	17	3	36	49	13	14	30	41	14	5	36	42	17	11	22	47	20
PAWHUSKA	60	6.9	635.2	44-5	47.0	35-4	42.0	5	38	48	8	0	38	55	7	0	15	77	8	2	20	70	8	0	13	62	25	0	17	57	27
PAWNEE	46	6.5	631.2	39-4	43.9	28-4	37.8	2	30	52	15	2	35	43	20	2	37	52	9	0	22	59	20	7	28	41	24	7	22	48	24
PERKINS-TRYON	53	7.9	645.7	61-6	55.9	57-5	53.8	9	28	58	4	2	23	74	2	2	23	72	4	8	19	60	13	2	25	58	15	4	21	58	17
PERNELL	10	8.7	654.6	74-6	63.8	72-6	62.2	0	0	60	40	0	10	60	30	0	0	50	50	0	0	70	30	0	10	20	70	0	10	30	60

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

179

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COPY 1 PROCESS NO. 19215975-9200-00341-1

STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/92
NORMS: SPRING

GRADE: 10
LEVEL: TASK 2
FORM : K

WRITING TYPE: DESCRIPTIVE

LIST OF AVERAGES
FOR
OKLAHOMA

District Listing is Alphabetical.

		HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
								I				II				III				IV				V				VI			
DISTRICT NAME	NUMBER TESTED	MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
PERRY	79	7.4	640.9	53-5	51.8	46-5	48.0	1	23	54	22	3	30	53	14	0	18	56	27	6	27	42	25	1	18	49	32	4	33	34	29
PICHER-CARDIN	25	6.9	635.2	45-5	47.1	35-4	42.0	0	36	52	12	0	36	52	12	0	36	44	20	0	28	56	16	0	28	36	36	0	20	40	40
PIEDMONT	65	7.3	639.8	51-5	50.7	44-5	46.7	2	26	62	11	3	49	35	12	2	17	60	22	2	18	54	26	5	17	65	14	12	26	42	20
PIONEER-PLEASANT VAL	34	7.3	639.7	51-5	50.6	43-5	46.5	0	6	44	50	0	15	38	47	0	9	74	18	0	24	56	21	0	24	29	47	3	15	44	38
PITTSBURG	8	9.0	657.9	79-7	66.6	77-7	65.5	0	0	75	25	0	0	63	38	0	75	13	13	0	50	50	0	13	0	13	75	0	0	25	75
PLAINVIEW - ARDMORE	61	6.9	635.3	45-5	47.1	35-4	42.1	3	30	59	8	8	43	46	3	0	25	70	5	3	16	59	21	0	15	67	18	3	20	61	16
PLEASANT GRV-SEM	10	7.5	641.2	53-5	51.7	47-5	48.4	0	30	70	0	10	50	40	0	0	30	70	0	20	50	30	0	20	50	30	0	10	50	40	0
POCOLA	45	8.0	647.2	63-6	57.1	58-5	54.4	0	18	60	22	0	29	56	16	0	27	64	9	0	33	47	20	2	16	58	24	2	49	38	11
PONCA CITY	371[3]	7.2	638.3	50-5	49.9	42-5	45.6	5	28	52	15	6	38	46	10	3	23	60	14	8	35	37	19	6	29	43	22	8	23	45	24
POND CREEK-HUNTER	18	7.4	640.6	53-5	51.3	46-5	47.9	0	6	83	11	0	22	72	6	0	61	33	6	0	17	50	33	0	11	50	39	0	11	50	39
PORTER CONSOLIDATED	29	7.0	636.1	45-5	47.5	37-4	42.9	0	38	59	3	7	45	41	7	0	24	69	7	7	38	41	14	21	24	38	17	28	34	31	7
PORUM	19	8.2	648.6	65-6	58.2	62-6	56.6	0	11	68	21	0	11	47	42	0	26	58	16	0	26	21	53	0	5	47	47	0	5	16	79
POTEAU	118	7.2	638.2	49-5	49.5	41-5	45.4	2	24	58	17	3	32	51	14	2	22	62	14	3	14	53	30	2	23	46	30	5	19	50	26
PRAGUE	49	8.0	647.2	64-6	57.3	59-5	54.6	0	18	67	14	0	31	55	14	0	20	71	8	8	35	31	27	2	29	45	24	6	33	37	24
PRESTON	29	8.3	649.8	67-6	59.4	65-6	58.0	3	3	90	3	0	52	45	3	10	17	72	0	7	38	48	7	10	38	34	17	7	31	52	10
PRUE	34	7.8	644.9	60-6	55.2	53-5	51.8	9	29	56	6	9	53	32	6	38	9	47	6	3	35	41	21	12	18	44	26	21	38	18	24

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

PROCESS NO. 19215975-9200-00359-2

STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/92
NORMS: SPRING

GRADE: 10
LEVEL: TASK 2
FORM : K

WRITING TYPE: DESCRIPTIVE

LIST OF AVERAGES
FOR
OKLAHOMA

District Listing is Alphabetical.

DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
PRYOR	151[1]	8.7	654.2	74-6	63.4	71-6	61.9	1	10	63	26	1	17	63	19	1	10	64	25	5	21	42	32	3	25	43	29	2	25	44	28
PURCELL	67	7.5	642.1	56-5	53.0	49-5	49.2	3	30	55	12	3	49	40	7	1	21	63	15	4	52	33	10	1	24	64	10	1	39	54	6
PUTNAM CITY	1117[1]	8.2	649.1	66-6	58.9	63-6	56.7	1	14	59	25	2	25	51	21	1	16	63	21	3	23	45	30	2	17	40	41	3	19	43	35
QUAPAW	38	7.9	645.9	62-6	56.2	56-5	53.0	0	16	76	8	0	21	71	8	0	13	87	0	5	13	68	13	3	11	63	24	3	8	55	34
QUINTON	31	7.3	639.0	50-5	50.1	43-5	46.2	0	29	55	16	0	32	65	3	0	52	45	3	13	52	32	3	10	48	23	19	10	42	35	13
RATTAN	24	7.5	641.9	55-5	52.6	48-5	49.0	0	42	38	21	0	25	58	17	4	75	17	4	4	29	33	33	0	21	46	33	4	13	54	29
RED OAK	16	7.7	643.4	58-5	54.2	52-5	51.1	0	31	56	13	0	31	50	19	0	19	63	19	0	63	19	19	6	50	31	13	0	44	50	6
REYDON	9	7.0	636.2	45-5	47.5	37-4	42.8	0	22	78	0	0	11	78	11	0	0	78	22	0	11	56	33	0	11	67	22	0	0	67	33
RINGLING	31	7.4	640.6	53-5	51.5	46-5	48.0	6	29	58	6	6	35	39	19	10	32	52	6	16	29	35	19	16	42	10	32	13	35	42	10
RINGWOOD	24	7.1	637.0	47-5	48.2	38-4	43.6	8	54	38	0	0	63	38	0	0	42	50	8	4	13	75	8	8	42	38	13	4	29	50	17
RIPLEY	25	8.0	646.7	62-6	56.6	58-5	54.0	0	24	64	12	4	44	36	16	0	24	76	0	0	36	52	12	8	24	52	16	12	36	36	16
ROCK CREEK	29[1]	8.2	649.3	67-6	59.0	62-6	56.5	0	11	79	11	0	46	50	4	0	18	79	4	7	7	50	36	0	11	46	43	11	21	43	25
ROFF	17	8.5	652.2	71-6	61.5	68-6	60.1	0	24	53	24	0	59	35	6	0	35	59	6	12	47	41	0	6	18	53	24	12	24	41	24
ROLAND	86	7.6	642.9	57-5	53.5	50-5	50.1	1	24	60	14	2	53	33	12	1	36	58	5	8	29	45	17	5	21	43	31	12	22	38	28
ROOSEVELT	10	6.6	632.0	38-4	43.7	28-4	37.8	0	0	100	0	0	20	70	10	0	10	90	0	0	40	60	0	0	60	40	0	0	10	60	30
RUSH SPRINGS	23	9.2	659.7	81-7	68.2	80-7	67.5	4	35	35	26	0	35	57	9	0	26	52	22	0	26	52	22	4	17	57	22	13	17	43	26

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

COPY 1 PROCESS NO. 19215975-9200-00343-1

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/92
NORMS: SPRING

GRADE: 10
LEVEL: TASK 2
FORM : K

WRITING TYPE: DESCRIPTIVE

LIST OF AVERAGES
FOR
OKLAHOMA

District Listing is Alphabetical.

		HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
DISTRICT NAME	NUMBER TESTED	MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
RYAN	13	7.5	641.8	55-5	52.4	48-5	48.7	0	23	69	8	0	54	15	31	0	23	54	23	23	15	31	31	0	31	38	31	15	46	15	23
SALINA	65[1]	6.8	634.3	43-5	46.5	34-4	41.3	8	37	52	3	10	59	29	3	2	56	38	5	25	38	32	5	16	46	35	3	16	51	24	10
SALLISAW	131[1]	7.2	639.1	51-5	50.4	43-5	46.1	5	26	58	11	5	44	41	9	5	35	53	8	9	33	51	7	9	28	52	11	11	27	51	11
SAND SPRINGS	395	7.5	642.1	56-5	52.9	48-5	49.1	1	26	59	13	3	33	54	10	1	19	67	13	7	26	50	17	3	25	51	21	4	23	51	23
SAPULPA	266[1]	8.6	654.0	74-6	63.3	71-6	61.5	2	12	55	31	1	23	53	23	1	23	60	17	8	26	46	20	6	15	49	30	6	25	40	28
SASAKWA	19	7.5	641.5	54-5	52.2	48-5	48.9	0	5	89	5	0	16	74	11	0	58	37	5	0	11	58	32	0	11	74	16	0	42	47	11
SAVANNA	31	8.7	654.3	74-6	63.4	72-6	62.2	0	10	77	13	0	13	74	13	0	6	84	10	3	19	45	32	6	13	58	23	3	29	29	39
SAYRE	44	7.0	636.3	46-5	48.0	37-4	43.2	5	36	57	2	2	43	39	16	0	39	52	9	9	23	64	5	5	43	45	7	16	41	41	2
SCHULTER	5																														
SEILING	34	8.8	655.3	75-6	64.4	73-6	62.9	0	21	76	3	0	21	76	3	0	24	68	9	6	18	74	3	3	12	65	21	0	29	59	12
SEMINOLE	91	7.8	644.1	58-5	54.4	53-5	51.6	2	16	73	9	4	37	55	3	5	58	31	5	11	52	34	3	5	34	38	22	4	35	34	26
SENTINEL	24	8.8	655.0	76-6	64.7	74-6	63.2	0	8	75	17	0	21	75	4	0	8	71	21	0	46	42	13	0	0	63	38	0	8	54	38
SEQUOYAH	67	7.6	642.7	56-5	53.2	50-5	50.1	0	10	72	18	0	18	73	9	0	12	79	9	10	28	46	15	1	15	46	37	9	13	43	34
SHARON-MUTUAL	14	6.9	635.4	44-5	46.9	36-4	42.4	0	7	79	14	0	21	64	14	0	29	57	14	0	29	29	43	0	29	21	50	21	21	14	43
SHATTUCK	19	7.5	642.6	57-5	53.6	49-5	49.6	0	16	42	42	0	21	21	58	0	16	58	26	5	16	26	53	0	5	53	42	0	5	47	47
SHAWNEE	267[1]	7.4	640.7	53-5	51.8	46-5	47.9	4	18	55	23	2	26	50	23	3	18	63	16	6	22	43	29	3	20	40	37	3	17	43	36

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

COPY 1 PROCESS NO. 19215975-9200-00344-1

STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/92
NORMS: SPRING

GRADE: 10
LEVEL: TASK 2
FORM : K

WRITING TYPE: DESCRIPTIVE

LIST OF AVERAGES
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OKLAHOMA

District Listing is Alphabetical.

		HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
DISTRICT NAME	NUMBER TESTED	MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
SHIDLER	20[1]	7.2	637.8	48-5	48.9	40-5	44.6	0	11	63	26	0	11	74	16	0	47	37	16	0	32	42	26	0	0	37	63	0	11	37	53
SILO	28	9.2	660.0	81-7	68.5	80-7	67.4	0	7	75	18	7	25	54	14	0	21	64	14	7	39	39	14	7	39	46	7	7	50	32	11
SKIATOOK	89[1]	7.6	643.0	57-5	53.8	51-5	50.3	2	27	48	23	5	19	64	13	2	23	69	6	8	36	40	16	2	19	56	23	5	26	53	16
SMITHVILLE	35[1]	7.0	635.8	45-5	47.3	36-4	42.6	0	29	60	11	0	34	63	3	0	0	97	3	3	29	57	11	3	23	60	14	3	26	57	14
SNYDER	30	7.1	637.2	47-5	48.3	38-4	43.7	0	33	47	20	0	13	73	13	0	10	77	13	3	40	50	7	0	20	47	33	0	30	23	47
SOPER	16	9.0	657.4	78-7	66.3	77-7	65.7	0	6	94	0	0	38	63	0	0	6	75	19	0	31	44	25	0	25	31	44	6	13	75	6
SPERRY	50[1]	7.6	642.3	56-5	53.0	49-5	49.5	2	18	62	18	0	32	54	14	0	10	80	10	10	26	46	18	6	24	36	34	6	34	40	20
SPIRO	77	7.7	643.9	58-5	54.4	53-5	51.3	5	38	49	8	9	40	45	5	4	38	49	9	9	51	34	6	5	44	40	10	5	36	51	8
SPRINGER	7	4.6	611.7	15-3	27.8	7-2	19.4	0	57	29	14	0	43	57	0	0	57	43	0	14	0	57	29	0	0	43	57	0	0	14	86
STERLING	25	7.7	643.3	57-5	53.8	52-5	50.9	0	20	56	24	0	24	52	24	0	8	80	12	0	24	60	16	0	16	72	12	0	24	44	32
STIGLER	78	7.6	642.3	56-5	52.9	49-5	49.6	4	27	55	14	5	38	46	10	3	15	72	10	4	35	46	15	3	27	49	22	4	29	41	26
STILLWATER	266	8.3	650.7	69-6	60.3	65-6	58.2	2	18	55	24	1	20	57	22	5	15	52	28	2	19	49	30	1	13	50	36	4	16	50	30
STILWELL	126	7.3	639.5	51-5	50.5	43-5	46.3	2	33	51	15	2	42	41	14	1	23	65	11	7	45	23	25	3	37	32	29	6	37	33	24
STONEWALL	26[1]	7.4	640.8	53-5	51.6	47-5	48.2	0	19	65	15	0	19	73	8	0	0	77	23	23	4	54	19	8	35	54	4	12	31	42	15
STRATFORD	23	6.9	635.3	44-5	46.9	35-4	42.0	0	13	78	9	0	43	43	13	0	4	91	4	4	39	43	13	13	13	52	22	0	30	52	17
STRINGTOWN	9	6.1	627.1	32-4	40.0	21-3	33.0	0	67	33	0	0	100	0	0	0	44	56	0	0	78	22	0	33	67	0	0	44	56	0	0

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
[1] PR-S IS OF THE MEAN NCE.

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STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/92
NORMS: SPRING

GRADE: 10
LEVEL: TASK 2
FORM : K

WRITING TYPE: DESCRIPTIVE

LIST OF AVERAGES
FOR
OKLAHOMA

District Listing is Alphabetical.

DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	ANALYTIC SCORES BY AREA I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
STROTHER	12	7.6	642.1	55-5	52.7	49-5	49.7	0	8	83	8	0	33	67	0	0	0	100	0	25	50	25	0	8	25	67	0	0	42	58	0
STROUD	44[1]	6.8	634.5	43-5	46.5	35-4	41.7	2	64	27	7	0	59	36	5	0	18	80	2	7	50	34	9	7	34	55	5	11	36	41	11
STUART	19	8.9	657.5	78-7	66.3	76-6	64.6	0	11	58	32	0	37	26	37	0	16	58	26	0	37	58	5	5	37	21	37	5	47	37	11
SULPHUR	69	6.6	631.9	39-4	44.2	29-4	38.4	3	42	39	16	0	54	39	7	0	36	49	14	4	29	49	17	7	28	38	28	12	22	45	22
SWEETWATER	5[1]																														
TAHLEQUAH	249[1]	7.3	640.0	52-5	51.2	45-5	47.4	3	28	57	12	3	32	57	7	1	22	68	9	9	30	50	12	5	22	51	23	8	25	51	16
TALIHINA	37	7.5	641.8	54-5	52.3	48-5	48.8	0	19	68	14	3	16	78	3	0	16	73	11	5	35	54	5	0	32	41	27	3	24	46	27
TALOGA	8	7.8	644.0	59-5	54.5	54-5	51.9	0	0	75	25	0	25	38	38	0	0	88	13	0	13	13	75	0	13	25	63	0	13	25	63
TECUMSEH	130	7.3	639.5	51-5	50.7	44-5	46.8	2	29	52	18	3	37	42	18	2	27	48	23	7	20	42	32	3	15	42	41	6	18	42	34
TEMPLE	17	7.9	646.1	62-6	56.3	57-5	53.5	0	18	59	24	0	18	65	18	0	0	88	12	12	6	35	47	0	24	41	35	18	41	12	29
TEXHOMA	16	7.0	636.0	45-5	47.2	36-4	42.5	0	25	56	19	0	25	69	6	0	19	69	13	0	13	75	13	13	13	69	6	19	19	56	6
THACKERVILLE	19	7.2	638.3	49-5	49.5	41-5	45.4	5	42	47	5	11	53	26	11	0	42	53	5	21	63	16	0	26	58	16	0	21	42	37	0
THOMAS	29	8.0	647.1	63-6	57.1	59-5	54.6	0	17	62	21	3	38	34	24	0	10	79	10	10	7	48	34	3	24	38	34	14	14	38	34
TIPTON	22	8.0	647.5	64-6	57.8	59-5	54.8	0	36	59	5	0	32	59	9	0	45	45	9	0	23	41	36	0	5	50	45	0	18	64	18
TISHOMINGO	63	7.9	645.4	61-6	55.6	56-5	52.9	0	21	60	19	0	25	41	33	0	24	59	17	0	32	38	30	2	17	52	29	3	35	40	22
TONKAWA	46	7.7	643.4	57-5	53.9	52-5	51.0	2	30	43	24	2	41	46	11	7	28	57	9	9	43	33	15	13	28	35	24	7	28	48	17

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

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STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/92
NORMS: SPRING

GRADE: 10
LEVEL: TASK 2
FORM : K

WRITING TYPE: DESCRIPTIVE

LIST OF AVERAGES
FOR
OKLAHOMA

District Listing is Alphabetical.

DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
TULSA	1627[1]	7.3	639.3	51-5	50.6	43-5	46.3	4	27	53	17	5	36	46	13	2	28	58	11	8	31	46	16	5	23	47	24	6	25	45	24
TUPELO	15	7.3	639.1	51-5	50.4	43-5	46.0	0	0	73	27	0	40	47	13	0	7	87	7	0	7	27	67	0	7	33	60	20	0	7	73
TURNER	29	7.5	642.2	56-5	53.1	48-5	48.9	0	14	76	10	0	31	62	7	0	7	86	7	0	34	59	7	0	21	66	14	3	38	52	7
TURPIN	23[1]	8.2	648.5	65-6	58.3	62-6	56.2	0	9	65	26	0	26	61	13	0	9	83	9	0	22	61	17	0	26	35	39	9	9	57	26
TUSHKA	18	7.1	636.7	46-5	48.0	38-4	43.5	0	28	72	0	0	17	83	0	0	11	89	0	6	22	67	6	0	28	61	11	0	17	72	11
TUTTLE	95[1]	6.7	633.6	42-5	45.6	32-4	40.4	6	49	39	5	7	57	34	2	4	54	40	2	8	41	41	9	1	34	49	16	14	32	45	9
TYRONE	18	6.8	634.2	43-5	46.1	33-4	40.5	0	39	56	6	0	33	61	6	0	17	83	0	0	28	72	0	0	39	56	6	0	17	72	11
UNION	586[1]	7.2	638.6	50-5	49.9	42-5	45.6	1	23	57	19	2	31	50	17	1	20	59	20	4	26	46	24	2	20	53	24	3	23	48	26
UNION CITY	17	7.4	640.1	52-5	50.8	43-5	46.2	0	18	47	35	0	12	59	29	0	41	47	12	6	24	29	41	0	18	41	41	6	0	47	47
VALLIANT	72[1]	8.2	648.7	66-6	58.5	62-6	56.2	0	19	76	4	0	19	79	1	0	17	82	1	4	39	50	7	4	25	60	11	4	31	51	14
VANOSS	38	6.3	629.4	35-4	42.1	25-4	36.0	0	32	66	3	0	24	71	5	0	42	55	3	3	16	61	21	0	11	47	42	0	18	55	26
VARNUM	13	8.2	649.2	66-6	58.7	63-6	56.7	0	0	100	0	0	77	23	0	0	31	69	0	8	31	54	8	8	31	38	23	8	23	46	23
VELMA-ALMA	21	8.4	651.5	70-6	61.0	67-6	59.4	0	14	67	19	0	14	71	14	0	24	71	5	14	43	33	10	14	43	33	10	19	43	29	10
VERDEN	24	7.0	635.7	45-5	47.2	36-4	42.5	0	63	38	0	0	71	29	0	0	29	71	0	8	71	21	0	4	29	50	17	4	25	58	13
VIAN	52	7.3	639.9	52-5	50.9	44-5	46.9	0	21	65	13	2	48	38	12	0	19	62	19	12	27	42	19	12	21	44	23	15	23	38	23
VICI	15	9.5	663.6	85-7	71.9	85-7	71.7	0	0	27	73	0	0	47	53	0	0	47	53	0	20	27	53	0	7	33	60	0	7	33	60

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

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COPY 1 PROCESS NO. 19215975-9200-00347-1

STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/92
NORMS: SPRING

GRADE: 10
LEVEL: TASK 2
FORM : K

WRITING TYPE: DESCRIPTIVE

LIST OF AVERAGES
FOR
OKLAHOMA

District Listing is Alphabetical.

DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	ANALYTIC SCORES BY AREA I 1	I 2	I 3	I 4	II 1	II 2	II 3	II 4	III 1	III 2	III 3	III 4	IV 1	IV 2	IV 3	IV 4	V 1	V 2	V 3	V 4	VI 1	VI 2	VI 3	VI 4
VINITA	89	8.1	648.3	65-6	58.2	60-6	55.5	1	15	53	31	2	22	52	24	1	12	65	21	9	16	42	34	7	16	48	29	12	18	52	18
WAGONER	127	7.9	645.3	61-6	55.7	55-5	52.8	2	24	53	21	2	26	57	16	1	13	69	17	2	28	44	26	2	16	49	34	1	21	50	28
WAKITA	12	7.7	642.8	56-5	53.1	50-5	50.2	0	0	67	33	0	0	75	25	0	0	92	8	0	42	42	17	0	25	50	25	0	17	50	33
WALTERS	42	7.3	638.7	49-5	49.7	42-5	45.8	0	38	48	14	0	31	60	10	0	5	76	19	0	29	60	12	0	19	60	21	0	17	64	19
WANETTE	14	6.8	633.9	41-5	45.4	32-4	40.1	0	0	100	0	0	50	50	0	0	21	71	7	7	43	29	21	7	50	36	7	7	43	36	14
WAPANUCKA	13	7.6	642.6	56-5	53.1	49-5	49.7	0	23	69	8	0	23	69	8	0	8	85	8	0	54	38	8	0	15	77	8	0	54	46	0
WARNER	49[1]	8.1	648.6	66-6	58.7	61-6	55.7	0	6	71	23	0	19	56	25	0	17	67	17	2	19	40	40	2	13	38	48	6	35	38	21
WASHINGTON	37	8.1	647.6	64-6	57.5	60-6	55.2	0	8	57	35	0	11	73	16	5	19	70	5	3	14	49	35	5	14	43	38	11	19	43	27
WASHITA HEIGHTS	4																														
WATONGA	47	6.9	635.2	44-5	47.0	35-4	41.9	4	21	57	17	4	43	43	11	0	26	53	21	11	26	38	26	2	28	43	28	17	21	36	26
WATTS	9	9.2	660.1	81-7	68.6	80-7	67.9	0	11	89	0	0	22	78	0	0	11	67	22	0	22	44	33	0	22	67	11	0	0	89	11
WAUKOMIS	31	8.0	647.2	64-6	57.3	59-5	54.6	0	13	58	29	0	23	48	29	0	13	77	10	6	16	48	29	0	16	61	23	0	6	61	32
WAURIKA	29	6.8	633.7	42-5	45.6	33-4	40.5	3	66	31	0	17	55	28	0	3	38	55	3	24	48	28	0	21	52	28	0	21	41	38	0
WAYNE	31	7.1	636.9	47-5	48.4	39-4	44.1	0	45	55	0	3	42	48	6	0	45	52	3	3	45	52	0	10	52	35	3	19	32	48	0
WAYNOKA	17	6.1	626.8	32-4	40.1	23-4	34.5	0	59	41	0	6	76	18	0	0	6	94	0	0	71	29	0	0	35	65	0	0	29	71	0
WEATHERFORD	108	7.9	645.7	61-6	55.8	56-5	53.1	0	19	57	24	1	19	69	10	0	12	70	18	5	25	53	18	3	16	50	31	3	12	52	33

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

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COPY 1 PROCESS NO. 19215975-9200-00348-1

STANFORD

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/92
NORMS: SPRING

GRADE: 10
LEVEL: TASK 2
FORM : K

WRITING TYPE: DESCRIPTIVE

LIST OF AVERAGES
FOR
OKLAHOMA

District Listing is Alphabetical.

DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES						ANALYTIC SCORES BY AREA																													
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
WEBBERS FALLS	29	5.5	621.2	24-4	35.3	14-3	27.0	0	55	45	0	0	69	31	0	0	72	28	0	3	24	66	7	0	34	48	17	0	28	41	31
WELCH	21	7.2	638.5	50-5	49.8	42-5	45.8	10	5	67	19	10	48	38	5	0	14	76	10	0	48	48	5	5	19	48	29	0	24	52	24
WELEETKA	14	8.0	646.9	63-6	56.8	58-5	54.2	0	43	57	0	0	57	43	0	0	21	64	14	0	71	21	7	0	36	50	14	0	29	57	14
WELLSTON	35	8.0	646.7	63-6	56.7	58-5	54.2	0	0	74	26	0	34	54	11	0	23	51	26	9	23	51	17	6	23	54	17	3	29	46	23
WESTERN HGTS	161[1]	7.8	645.1	60-6	55.4	55-5	52.5	2	16	67	15	1	30	57	13	1	11	80	7	1	17	64	18	2	18	59	21	4	22	48	26
WESTVILLE	60[1]	6.7	632.9	41-5	45.0	31-4	39.5	5	39	51	5	0	56	39	5	2	46	46	7	5	49	39	7	2	32	51	15	5	47	41	7
WETUMKA	37	7.4	640.2	53-5	51.3	46-5	47.6	0	8	89	3	0	51	46	3	0	59	41	0	5	49	38	8	5	14	32	49	5	24	22	49
WEWOKA	38	8.3	650.0	68-6	59.7	64-6	57.5	18	16	66	0	3	58	34	5	3	18	71	8	11	16	66	8	8	8	68	16	5	21	42	32
WHITE OAK	11	5.6	622.4	26-4	36.4	15-3	28.5	27	18	55	0	9	45	45	0	0	36	64	0	18	27	45	9	0	27	55	18	0	36	45	18
WHITESBORO	11	10.1	670.7	91-8	78.1	91-8	77.7	0	0	55	45	0	0	64	36	0	0	64	36	0	9	55	36	0	45	36	18	9	27	36	27
WILBURTON	56	7.6	643.0	57-5	53.6	50-5	50.1	0	14	61	25	2	25	54	20	0	21	63	16	2	21	52	25	2	16	54	29	7	21	38	34
WILSON	28	7.8	643.9	58-5	54.1	52-5	51.2	0	11	54	36	0	14	54	32	0	11	50	39	0	14	29	57	0	7	39	54	0	18	43	39
WILSON - HENRYETTA	19	7.6	643.2	57-5	53.9	50-5	50.2	0	47	47	5	0	63	37	0	0	53	42	5	32	58	5	5	11	53	37	0	37	37	26	0
WISTER	27	5.9	625.3	29-4	38.6	19-3	31.7	4	52	37	7	0	33	59	7	0	22	70	7	0	56	33	11	11	26	52	11	7	44	37	11
WOODLAND	26	6.8	634.3	44-5	46.6	34-4	41.1	4	35	46	15	4	27	46	23	4	35	38	23	4	35	35	27	4	35	38	23	8	31	27	35
WOODWARD	170	7.3	639.4	51-5	50.7	43-5	46.4	2	15	70	13	4	40	47	9	2	31	59	8	6	29	45	19	5	23	42	31	6	24	36	34

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

THE PSYCHOLOGICAL CORPORATION
HARCOURT BRACE JOVANOVICH, INC.

WRITING ASSESSMENT PROGRAM, SECOND EDITION

TEST DATE: 02/92
NORMS: SPRING

GRADE: 10
LEVEL: TASK 2
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LIST OF AVERAGES
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OKLAHOMA

District Listing is Alphabetical.

DISTRICT NAME	NUMBER TESTED	HOLISTIC SCORES						ANALYTIC SCORES BY AREA																							
		MEAN RS	MEAN SS	NAT'L PR-S	MEAN NAT'L NCE	STATE PR-S	MEAN STATE NCE	I				II				III				IV				V				VI			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
WRIGHT CITY	20[1]	7.1	636.6	46-5	47.9	38-4	43.4	0	25	60	15	10	60	30	0	0	0	100	0	20	40	40	0	5	40	55	0	0	25	75	0
WYANDOTTE	50	6.9	635.0	44-5	46.8	36-4	42.3	4	26	56	14	4	36	50	10	0	26	60	14	0	46	42	12	0	38	50	12	6	36	48	10
WYNNEWOOD	49	7.8	644.9	60-6	55.3	55-5	52.4	0	22	65	12	0	35	61	4	4	53	43	0	14	39	43	4	12	27	33	29	20	16	31	33
WYNONA	13	8.0	646.4	62-6	56.3	58-5	54.2	0	0	92	8	0	31	62	8	0	15	85	0	8	23	62	8	8	31	62	0	23	15	31	31
YALE	37[1]	7.3	638.8	50-5	49.9	42-5	45.9	0	3	76	22	0	16	68	16	0	38	46	16	5	24	14	57	0	16	11	73	14	3	27	57
YARBROUGH	6	7.8	645.7	62-6	56.2	54-5	52.2	0	33	67	0	0	33	67	0	0	50	50	0	0	50	50	0	17	33	50	0	17	67	17	0
YUKON	361[1]	6.7	633.7	42-5	45.8	33-4	40.5	4	33	48	16	4	34	49	13	2	26	57	15	7	35	44	15	3	25	51	21	2	26	53	19

NOTES: ANALYTIC SCORES INDICATE THE PERCENT OF STUDENTS FOR EACH SCORE WITHIN EACH AREA.
PR-S IS OF THE MEAN NCE.

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